

THE EFFECT OF INSTRUCTION DIFFERENTIATION IN PREVENTIVE CLASSROOM  
MANAGEMENT STRATEGIES ON EARLY CHILDHOOD AND ELEMENTARY  
PRESERVICE TEACHERS' SELECTED BEHAVIORS IN A MUSIC INTEGRATION  
COURSE

By

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### **Abstract**

The purpose of this study was to investigate the effect of instruction differentiation in preventive classroom management strategies on early childhood and elementary preservice teachers' selected behaviors during assigned classroom teaching of music instruction to peers. Participants were early childhood and elementary preservice teachers ( $N = 7$ ) enrolled in a music integration course at a Midwestern university. This investigation constituted a two-factor within subjects design. The first independent variable was instruction in preventive classroom management which had three conditions: lecture, individual practice, and demonstration practice; the second independent variable was lesson type which had three levels: song/chant, listening, and movement. The dependent variable was the number of selected behaviors (verbal cues, physical proximity, model correct student behavior) displayed by the participants across three eight-minute microteaching sessions.

Primary findings included: (a) no statistically significant main effect for treatment condition; (b) a significant main effect for lesson type; (c) a significant main effect for microteaching session; (d) no significant difference among lecture, individual practice, and demonstration practice conditions; (e) a significant difference between listening and movement lessons; (f) no significant difference between song/chant and movement lessons; (g) a significant difference between microteaching session one and three.

Anecdotal data and open-ended responses indicated that participants found their participation in this investigation to be beneficial with respect to gaining knowledge of preventive classroom management and experiencing hands-on practice with these strategies. The participants also noted the immediacy and transferability of preventive classroom management strategies to various settings outside of their teacher preparation programs.

Results were discussed in terms of (a) limitations of the study; (b) general outcomes; (c) implications and suggestions for future investigations; and (d) considerations for early childhood, elementary, and music education research.

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### **Dedication**

I dedicate this document to my grandmother, R. Jane Cauble, who has been a constant source of support, encouragement, and inspiration. Thank you for teaching me to be strong and to pursue my dreams. I love you forever.

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## **Chapter One**

### **Introduction**

Teaching children requires many skills that might be integral to instruction. Facets of effective teaching often encompass those that are inspiring as well as motivating, utilizing various methodologies and pedagogical strategies, instructing in conjunction with managing behavior, while also building personal relationships with students. Thus, highly effective teachers prepare students for success, and classroom management would seem to be an integral part of this process because it centers on teaching students to make good choices and self-manage, all in the context of working with and around other people. Additionally, teachers' management of student behavior can be an important tool for decreasing negative student behaviors, promoting social competence, increasing student engagement, and creating positive classroom environments (Emmer & Sabornie, 2015; Evertson & Weinstein, 2006; Thompson, 2002).

Given the many positive outcomes of effective teaching, classroom management has been recognized as one of the main domains of teacher expertise and a critical component of effective teaching (Gettinger & Kohler, 2006; Hattie, 2009; Seidel & Shavelson, 2007). Yet, teachers consistently reported classroom management as one of the predominant and prevalent struggles in their classrooms, regardless of skill level (Evertson & Weinstein, 2006; Manning & Bucher, 2003; Sokal, Smith, & Mowat, 2003). Specifically, preservice teachers expressed that support with classroom management was a crucial need in their future classrooms (Evertson & Weinstein, 2006; Reinke, Stormont, Herman, Puri, & Goel, 2011; Sawka, McCurdy, & Mannella, 2002) because they experienced the most challenges with disruptive behavior and thus, needed to implement effective classroom management strategies (Balli, 2011; Meister & Melnick, 2003). Given that classroom management can be complex, both preservice and in-

service teachers might benefit from an understanding of many different viewpoints as well as varied bodies of knowledge (Emmer & Sabornie, 2015).

### **Defining Classroom Management**

Defining classroom management, and the skills necessary for its effectiveness in classrooms, has varied throughout the literature; perhaps the lack of consensus on a definition has also complicated the focus of this topic. Overall, literature related to classroom management generally described it within the context of an umbrella term encompassing teachers' efforts to oversee classroom activities including student behavior, social interactions, and the inclusive learning environment (Brophy & Good, 2000; Burden, 2000; Evertson & Harris, 1999; Evertson & Weinstein, 2006; Iverson, 2003). Classroom management has also been defined as the way(s) in which teachers and students are able to agree upon and form an accepted structure or plan for both social and academic interactions by building a mindset of effort that is constructed over time, and ultimately leads to student self-discipline (Doyle, 1986; Emmer & Stough, 2001; Freiberg, 1999; Rogers & Freiberg, 1994). From organizing the classroom to creating a positive learning atmosphere, the teacher has the responsibility for classroom management in order to create or promote the appropriate parameters for both teaching and learning (Freiberg & Lapointe, 2006).

**Organization.** Brophy (1999) and Doyle (1986) viewed classroom management in terms of how teachers included specific organizational strategies to maintain the classroom environment as conducive to effective learning and instruction. Within this perspective, teachers' classroom management efforts provided order, engaged students, and gained students' cooperation in order to cultivate a productive learning environment (Brophy, 2006; Chiappetta & Koballa, 2006; Emmer & Stough, 2001). When approaching classroom management from an organizational context, Emmer and Stough (2001) suggested that teachers might focus on

arranging the physical classroom space and resources, creating and upholding rules, implementing routines and procedures, engaging and sustaining students' attention, utilizing disciplinary interventions, and promoting students' socialization skills.

**Actions.** Through a somewhat different lens, Evertson and Weinstein (2006) defined classroom management as “the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning” (p. 4). Within this definition, the authors described five types of teacher actions including (a) developing caring, supportive relationships with and among students; (b) organizing and implementing instruction in ways that optimize students' access to learning; (c) encouraging students' engagement in academic tasks; (d) promoting the development of students' social skills and self-regulation; and (e) using appropriate interventions to assist students with behavior problems.

**Process.** Classroom management has also been defined in terms of the process by which teachers and schools create and maintain appropriate behavior of students in the classroom. Thus, a purpose of classroom management can be to enhance positive social behavior (Evertson & Weinstein, 2006). Hoy and Weinstein (2006) described classroom management as:

[A] fair and reasonable system of classroom rules and procedures that protect and respect students. Teachers are expected to care for the students, their learning and their personal lives, before the students will respect and cooperate with the teachers. Students want teachers to maintain order without being mean or punitive (p. 209).

### **Classroom Management Approaches**

In addition to various delineations of classroom management, two main approaches to implementing classroom management emerged from the literature. For many years, educators based their understanding of classroom management in behavioral theories of teaching and learning with an emphasis on utilizing techniques to bring students' behavior under control.

These approaches to classroom management were considered to be the traditional, or teacher-centered, approach to instruction and a constructivist, or student-centered, approach (Brophy, 1999; Garrett, 2008).

**Teacher-centered.** The teacher-centered approach to classroom management granted teachers the ultimate authority for decision-making regarding student behavior (Roache & Lewis, 2011). Within this practice, student behavior appeared to be subservient to teachers' regulation of classroom dynamics (Gregory & Ripski, 2008; Lewis, 2001). According to Dollard and Christensen (1996), control seemed to be the top priority as "authority [was] transmitted hierarchically" (p. 3). Thus, command of student behavior might come from classroom management systems that embraced clearly defined rules, routines, reprimands, timeouts, and the loss of special privileges (Freiberg, 1999; Lovitt, 1990).

**Student-centered.** Within the student-centered framework, teachers relinquished hierarchical power structures in order to share control with students (Gordon, 1975). Contrary to the teacher-centered system, the student-centered classroom manager allowed students to contribute to behavior management by virtue of individualized plans to guide or self-regulate their actions. This shared control included asking for students' participation in developing classroom rules or sharing responsibility with students for various tasks such as taking attendance (Roache & Lewis, 2011; Ryan & Cooper, 2001). Additionally, student-centered classroom management might provide an optimal learning environment where limits helped to build cooperation (Digiulio, 1995; Jones, 1987), and students developed meaningful relationships, lessening the need for teacher control (Dollard & Christensen, 1996; Garrett, 2008).

## **Classroom Management Effectiveness**

Classroom management might also be examined in terms of its practical effectiveness, specifically, as it pertained to children's behavior and their learning environment. For instance, scholars asserted that effective classroom management incorporated behavior management that aligned with instructional goals, classroom activities, and students' characteristics (Emmer & Stough, 2001; Wang, Haertel, & Walberg, 1993). LePage et al. (2006) argued that, in order to effectively manage a classroom, teachers should create meaningful curriculum and engaging pedagogy to motivate students, develop supportive learning environments, organize and structure classrooms, repair and restore student behavior, and encourage students' moral development.

**Benefits.** Studies have shown that teachers' use of effective classroom management strategies strengthened students' academic learning by positively affecting attention, engagement, and motivation (Oliver, Wehby, & Reschly, 2011; Wang et al., 1993) in addition to preventing and reducing disruptive behavior (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999; Kellam, Ling, Merisca, Brown, & Ialong, 1998). A well-trained classroom manager might be equipped to assist students who exhibited aggressive, disruptive, or uncooperative behavior in order to aid in developing the appropriate behaviors and self-regulation identified as necessary for academic success (Webster-Stratton & Reid, 2004; Webster-Stratton, Reid, & Hammond, 2004; Webster-Stratton, Reid, & Stoolmiller, 2008).

**Evaluation of effectiveness.** Teachers might also benefit from evaluating the effectiveness of their classroom management actions identified by Evertson and Weinstein (2006) including (a) developing caring, supportive relationships with and among students; (b) organizing and implementing instruction to optimize students' access to learning; (c) encouraging students' engagement in academic tasks; (d) promoting the improvement of students' social skills and self-regulation; and (e) utilizing appropriate interventions to assist



students with behavior problems. Therefore, concerted implementation of effective classroom management skills could be one of the most valuable and critical aspects for teachers' and students' success in the classroom (Emmer & Stough, 2001; Marzano, 2011).

**Ineffective management.** By the same token, ineffective classroom management has been linked with negative outcomes, both for students and teachers. Studies indicated that students within ineffectively-managed classrooms received less academic instruction (Weinstein, 2007). These students were also more likely to have long-term negative academic, behavioral, and social consequences than students in effectively-managed classrooms (Ialongo, Poduska, Werthamer, & Kellam, 2001; Kellam et al., 1998). Furthermore, ineffective classroom management interfered with students' motivation and on-task learning while contributing to an escalating risk for developing disruptive behavior problems (Jones & Jones, 1995; Webster-Stratton, et al., 2004).

For teachers, ineffective classroom management resulted in higher levels of student disruptions which, in turn, led to low confidence in their abilities to maintain order in their classrooms (Metz, 1978). Another negative consequence included higher levels of burnout and lower levels of self-efficacy for classroom management (Brouwers & Tomic, 1998; Friedman & Farber, 1992). Additionally, poor classroom managers have been known to suffer from excessive stress, emotional and physical exhaustion, and negative attitudes (Brouwers & Tomic, 1998; Davies & Yates, 1982; Usaf & Kavanagh, 1990).

### **School-Wide Behavior Management Systems**

In efforts to best serve students and promote successful learning environments, teachers often implemented different systems of classroom management. Given that every school and classroom differ, several school-wide behavioral systems or approaches existed that offered tools and strategies to specifically equip teachers to handle student behavior. Such programs assisted

teachers with removing barriers to learning that occur when students' behaviors are disrupting the learning environment.

**Positive Behavior Intervention and Supports.** Positive Behavior Interventions and Supports (PBIS), a systematic and evidence-based approach to social, emotional, and behavioral support, focused on establishing the supports needed for all students in a school to achieve social and academic success. Through three prevention tiers, PBIS provided teachers with an organizational system to define behavioral expectations, make informed decisions to support behavior, and create individualized interventions for students struggling with behavior (Horner, Sugai, & Lewis, 2015).

**Behavior Intervention Support Team.** Another frequently implemented school-wide approach to managing behavior was the Behavior Intervention Support Team (BIST). This program equipped teachers to handle disruptive behavior with poise and accountability. According to Cornerstones of Care (2019), BIST equipped teachers with the appropriate tools to consistently intervene with all students by developing language for caring confrontations, providing replacement skills to manage students' behavior, and offering methods to maintain positive relationships with students. When utilized by teachers, integration of the BIST model appeared to provide students with a safe and productive learning environment (Cornerstones, 2019).

**Conscious Discipline.** A more recently accepted approach to classroom management, Conscious Discipline (Bailey, 2014), focused on building resilient classrooms through safety, connection, and problem-solving. Within Conscious Discipline, teachers integrated emotional learning, discipline, and self-regulation in order to spend less time policing behavior and more time with academic instruction. Conscious Discipline has been described as providing a transformational, whole-school solution for students (Bailey, 2014).

**Responsive Classroom.** Recognized for being a research-based approach that offered teachers practical strategies, Responsive Classroom helped teachers create safe and joyful learning environments where students can develop strong social and academic skills. The four key domains included engaging in academics, building positive classroom communities, practicing effective classroom management, and striving for developmental awareness. Outcomes of this program might encompass higher academic achievement in math and reading, improved school climate, and higher-quality instruction (Responsive Classroom, 2019).

**Consistency Management & Cooperative Discipline.** This program, CMCD, is an instructional management program designed to build shared responsibility for learning and classroom organization between teachers and students. The goals of the program included providing teachers and students with tools to build community and organization in the classroom, prevent discipline problems, improve student self-discipline by means of a positive classroom and school climate, and manage instructional time. The tenets of the Consistency Management & Cooperative Discipline program included prevention, caring, cooperation, organization, and community (Consistency Management & Cooperative Discipline, 2019; Freiberg & LaPointe, 2006)

### **Preventive Classroom Management**

Within individual classrooms and teachers' approaches to classroom management, other studies identified proactive processes, often referred to as preventive classroom management, which positively impacted the physical and social spaces of the classroom (Lane, Menzies, Bruhn, & Crnabori, 2011; Little & Akin-Little, 2008). In terms of student behavior, preventive classroom management constituted a system of techniques that prompted desired behavior as opposed to reacting to undesirable behavior. Preventive classroom management can assist teachers who face an endless cycle of short-term solutions for immediate situations (Kyle &

Rogien, 2004) while prohibiting disruptive student behavior that detracts from instructional time (Brophy & Good, 2000; Garrett, 2014; Gettinger & Kohler, 2006). Furthermore, preventive classroom management can be viewed as a proactive classroom management process in which teachers positively communicated their expectations to students while also providing structure and predictability within their classrooms (Prevention First, 2014; DiGiulio, 1995).

**Precorrection.** A noted preventive classroom management technique included precorrection, categorized as an often-underused strategy, which aimed to thwart challenging behavior. Precorrection focused on teachers' use of clearly stated behavioral expectations, by means of prompts, where undesirable behavior previously occurred (Colvin, Sugai, & Patching, 1993; Reinke, Stormont, Herman, Wachsmuth, & Newcomer, 2015; Stormont & Reinke, 2009). Implementing precorrection, teachers might remind students of behavior expectations, ask students to repeat or practice expected behaviors, and discuss potential consequences (De Pry & Sugai, 2002; Lewis, Colvin, & Sugai, 2000; Vitto, 2003).

In order to effectively implement precorrection within the classroom, Colvin et al. (1993) identified seven necessary steps for teachers that entailed (a) identifying when and where predictable behavior problems occurred, (b) specifying appropriate student behaviors, (c) changing the context in which inappropriate behaviors took place, (d) modeling desired behaviors, (e) rewarding appropriate behavior using praise and/or encouragement, (f) prompting desired behavior with reminders regarding expectations, and (g) monitoring students' progress. The collective use of these strategies contributed to precorrection, serving as a tool for behavior management.

**Verbal cues.** A specific type of precorrection identified in the literature comprised of the use of verbal cues. According to Evertson, Emmer, Clements, Sanford, and Worsham (1984), teachers can "use words to convey what behavior is acceptable or desirable" (p. 68). Thus, verbal

cues were those statements which (a) described a task for students, (b) explained the reason for a task, (c) advised students how to acquire help with a task, and (d) designated what students could do when finished with a task (Jones & Jones, 1995).

***Modeling correct student behavior.*** Another precorrection strategy consisted of modeling the correct student behavior in the classroom. Demonstrating or modeling the correct student behavior, whenever possible, is a necessity for teachers (Evertson et al., 1984). According to Epstein, Atkins, Cullinan, Kutash, and Weaver (2008), modeling correct student behavior ranked among the top five strategies suggested to reduce behavior problems in elementary classrooms. Teachers can model and reinforce new skills in order to promote desired behavior to show students how, when, and where to perform the correct behavior. Suggested steps for teachers to model the correct student behavior included speaking to students calmly with care, showing students how to engage in a specific behavior, asking students to practice the desired behavior, and reinforcing to students the use of appropriate behavior (Canter & Canter, 1993; Epstein et al., 2008).

***Active supervision.*** Active supervision characterized another preventive classroom management method. This technique involved purposeful interaction with students in order to create opportunities for instruction and feedback. Aspects of active supervision consisted of moving within and around students to prompt appropriate behavior, scanning the classroom or environment to monitor students' interactions, interacting with students in engaging conversation, and providing praise to students following expectations (Lewis et al., 2000).

***Proximity.*** Within the paradigm of active supervision, proximity appeared to be a prevalent strategy within preventive classroom management (Boynton & Boynton, 2005; Conroy, Sutherland, Synder, & Marsh, 2008; Kyle & Rogien, 2004; Lewis et al., 2000; McIntosh, Herman, Stanford, McGraw, & Florence, 2004). As stated by Wehby and Lane

(2009), “teachers’ physical proximity to a student or group of students has been known to curtail disruptive behavior and refocus a student to the instructional task at hand” (p. 143). Hence, when teachers physically moved around the classroom, monitoring students, they actively engaged with the class without interrupting instruction. While simultaneously conveying positive control, the use of physical proximity might increase a teacher’s awareness of students on task, students in need of assistance, and students engaged in undesirable behavior (Boynton & Boynton, 2005; McIntosh et al., 2004). Lampi, Fenty, and Beaunae (2005) found that, in order to implement physical proximity effectively, teachers might consider (a) limiting the amount of time at or behind their desk, (b) developing an awareness of students likely to choose undesirable behavior, (c) targeting potential problem areas in the classroom, (d) utilizing proximity in an unpredictable manner to keep students on task, and (e) implementing proximity to provide order as opposed to micromanagement.

### **Scope of Study**

Because the literature delineated several facets of classroom management, it is necessary to limit the scope of the current study. Thus, the focus of the current study was on classroom management as it pertained to proactive, positive, and preventive actions. The specific classroom management behaviors measured were those exhibited by preservice early childhood and elementary teachers as they instructed their peers across three microteaching sessions in a music integration course.

### **Need for the Study**

While many options for classroom management existed within the literature, insufficient and inadequate preparation for classroom management has been suggested as a probable cause for preservice teachers’ concerns with respect to their future classrooms (Oliver & Reschly, 2007) due to a lack of attention to the subject, scarcity of formal preparation in the field, and lack

of reality-based pedagogy within preparation programs (Eisenman, Edwards, & Cushman, 2015; Poznanski, Hart, & Cramer, 2018; Siebert, 2005). While teachers might often feel prepared to teach their specific instructional content, despite their training in that area, there appeared to be a general lack of consensus in how to prepare and train preservice teachers in classroom management which could impede their confidence and thus students' learning.

The extant literature regarding preservice teachers' preparation for classroom management revealed that preservice teachers believed it would be beneficial for teacher preparation programs to provide real-life, practical experiences in handling and resolving classroom management problems (Eisenman et al., 2015; Stewart-Wells, 2000). According to Monroe, Blackwell, and Pepper (2010), "teacher preparation programs must examine the role they play in building the foundation upon which their graduates develop and grow. Preparing new teachers to successfully manage a classroom is one of the most important tasks of teacher education programs" (p. 1).

Classroom management is an area that may be both significant in terms of fortifying learning and the least-practiced skill preservice teachers possess as they assume teaching positions. All teachers, in all content areas, might benefit from increased practice, pedagogy, and methodology as it pertains to classroom management. For those teaching specialized subject areas, such as music, visual arts, or physical education, this need can be even greater because these teachers often work with entire school populations. In terms of a music classroom, one's classroom management might be impacted by unique parameters for learning including the added stimuli of instruments and the expectations for listening to music, singing, playing, moving to, and creating music. With many factors to consider, such as group music-making and large class sizes, classroom management within the context of a music classroom is necessary to avoid a potentially chaotic learning environment (Byo & Sims, 2015).

Though the literature reflected a variety of perspectives in relation to classroom management as a set of concrete actions including preventive techniques that positively impacted students in the classroom, no empirical studies appeared to examine these constructs within the context of a music integration course in a preservice teacher preparation program. Additionally, no empirical study measured the amount of specific preventive strategies early childhood and/or elementary preservice teachers might exhibit due to instruction in such techniques. Thus, data from such a study could logically transfer to both instructors and preservice teachers in teacher preparation programs, across all content areas, who seek to help preservice teachers gain knowledge, skills, and practical application of positive, proactive, and preventive classroom management techniques before starting their careers.

### **Purpose of the Study and Research Questions**

The purpose of this study was to investigate the effect of instruction differentiation in preventive classroom management strategies on early childhood and elementary preservice teachers' selected behaviors during assigned classroom teaching of music instruction to peers. The study's research questions follow:

1. By means of a survey distributed to participants prior to the study, what is the extent to which participants view the importance of classroom management and have experience with classroom management content as a part of their degree program?
2. Are there differences among the three conditions of instruction differentiation in the number of selected teacher behaviors observed?
3. Are there differences among the three types of lessons in the number of selected teacher behaviors observed?
4. Are there differences among the three microteaching sessions in the number of selected teacher behaviors observed?



5. What anecdotal evidence is associated with the observed teacher behaviors in terms of their preventive classroom management in assigned microteaching sessions?
6. What perspectives do preservice early childhood and elementary teachers have regarding their experiences in learning and implementing preventive classroom management strategies?

## **Definitions**

**Discipline.** Discipline generally referred to structures and rules that described expected patterns of behavior for students and teachers' efforts to enforce and ensure compliance (Dreikurs, Grunwald, & Pepper, 1971; Jones, 1987; Martin & Baldwin, 1994; Martin & Sass, 2010).

**Discipline problems.** Discipline problems have been defined as “obstacles towards childhood learning” (Ayesh-Alsubaie, 2015, p. 88). Disciplinary infractions included objective infractions (e.g., fighting or theft) and subjective infractions (e.g., class disturbance) in accordance with the structure provided by Gay (2006) and Irvine (1990).

**Instruction differentiation.** Instruction differentiation can be characterized in terms of how instructors create varying learning experiences, while structuring teaching methods and activities with the aim to maximize learning opportunities (Tomlinson, 2005). Teachers must consider content, process, and product in order to provide students with multiple approaches to the information which include whole-class, small-group, and individual instructional formats (Tomlinson, 2001; Tomlinson & McTighe, 2006). For this study, instruction differentiation informed the design of three conditions based on direct instruction and experiential learning.

**Microteaching.** Microteaching can be defined as a sequence of practice in order for preservice teachers to focus on specified teaching behavior(s) under controlled conditions. In a microteaching session, usually ranging from 5 to 20 minutes, preservice teachers implemented

lesson plans to a small group of peers. The lesson was observed, video recorded, and examined by the instructor in order to provide specific feedback to preservice teachers (Allen & Eve, 1968). For this study, all of this occurred during three assigned teachings during the weekly class meeting.

**Song/chant lesson.** Song/chant lessons were teaching assignments where preservice teachers taught one musical concept (e.g., rhythm, melody, harmony, form) through the use of an appropriate song or chant for an early childhood or elementary age group/grade level to their peers.

**Listening lesson.** Listening lessons were teaching assignments where preservice teachers taught one musical concept (e.g., rhythm, melody, harmony, form) through the use of an appropriate listening example for an early childhood or elementary age group/grade level to their peers.

**Movement lesson.** Movement lessons were teaching assignments where preservice teachers taught one musical concept (e.g., rhythm, melody, harmony, form) through the use of appropriate movement for an early childhood or elementary age group/grade level to their peers.

**Preventive classroom management.** Preventive classroom management can be described as proactive, positively-based classroom management that communicated teachers' expectations and provided structure and predictability within the classroom (DiGiulio, 1995; Prevention First, 2014).

**Verbal cues.** Verbal cues included teachers' use of words as cues, reminders, and prompts, directly before students completed a task, occurring within the classroom, to prevent undesirable behavior from occurring (Colvin et al., 1993; Lampi et al., 2005; Lane, Menzies, Ennis, & Oakes, 2015). For the purposes of this study, verbal cues included the phrases of "When I say go," "In a moment," or "When I give you the signal" to prompt desired behavior.

***Physical proximity.*** Physical proximity encompassed teachers' movements around the classroom to proactively monitor a student or students' behavior in order to prevent undesired behavior (Wehby & Lane, 2009) and might involve standing near students and/or concerted steps, two or more, toward a student or group of students (Madsen & Madsen, 1998). For this study, physical proximity encompassed taking two or more concerted steps toward a peer, or group of peers, while presenting instructions.

***Modeling correct student behavior.*** Modeling correct student behavior included the instances when teachers showed students the exact behavioral expectations by making expectations clear, direct, and unambiguous (McDaniel, 1987) in order to help students learn how, when, and where to exhibit the expected behavior(s) (Epstein et al., 2008). For this study, modeling the correct student behavior occurred when participants demonstrated a behavior prior to directing peers to take action.

## **Chapter Two**

### **Review of Literature**

This chapter examines research literature related to classroom management within the contexts of teacher preparation programs and in-service teaching. In particular, this chapter outlines studies within teacher preparation programs related to classroom management (a) training, (b) coursework, (c) course content, (d) models, and (e) strategies. Additionally, this chapter includes empirical research related to early childhood, elementary, and music preservice teachers' confidence, self-efficacy, skills, and comfort related to classroom management.

#### **Classroom Management in Teacher Preparation Programs**

Teacher preparation programs have been designed to prepare preservice teachers for licensure and/or certification. These programs offered coursework that pertained to the grade level(s) and subject(s) required for students pursuing teaching careers. Additionally, teacher preparation programs covered pedagogical and methodological strategies and techniques to prepare teachers to be effective instructors.

As stated by the Council for the Accreditation of Educator Preparation (2018), teacher education programs should focus on preservice teachers' knowledge and skills related to diversity, child development, families, communication, collaboration, digital learning, assessment, motivation and engagement, and social and emotional learning. Furthermore, these standards addressed the importance for teacher preparation programs to provide preservice teachers with knowledge and skills necessary to establish and maintain classroom management, a crucial skillset for beginning teachers.

Given the importance of classroom management, several studies examined it within preservice teacher preparation programs (Flower, McKenna, & Haring, 2017; Freeman, Simonsen, Briere, & MacSuga-Gage, 2014; Greenberg, Putman, & Walsh, 2013). Identified as

an important aspect of teaching, classroom management appeared to vary in offerings and intensities among programs. Courses including classroom management tended to vary from instructional courses, general clinic courses, and student teaching courses. Instructional courses were those which explicitly addressed classroom management either in whole or in part. General clinic courses did not explicitly address classroom management but were designed to provide elementary and secondary classroom experiences on a range of professional skills that may or may not include classroom management, and student teaching courses included observations and field experiences (Greenberg et al., 2013). Specifically, most teacher preparation programs contained classroom management coursework; however, most included less than one course directly focused on classroom management content (Eisenman et al., 2015; Landau, 2001).

#### **Classroom management training and coursework in teacher education programs.**

Christofferson and Sullivan (2015) examined the training sources through which preservice teachers ( $N = 157$ ) obtained knowledge to gain effective classroom management skills as well as the content and attitudes toward this training. Participants constituted those enrolled in an accredited teacher education program who responded to a survey distributed by the researchers. Results indicated that the most common sources of training in classroom management involved supervised field work (84%), mentoring from a current and licensed teacher (84%), or instruction within another course outside of the department (75%). In addition, 60 percent of the participants reported taking a stand-alone classroom management course that was generally a three-credit course within the teacher preparation program. Fifty-three percent reported that their teacher preparation program did *not* offer a course in classroom management. As for course content, the participants responded that the most common classroom management training included creating and teaching rules (85%) and expectations (84%), utilizing reinforcement strategies (84%), creating a learning community (84%), applying behavior interventions (81%), organizing the

physical layout of the classroom (72%), pacing instruction (63%), using reinforcement strategies (84%), and teaching classroom procedures (85%).

In an investigation focused on special education teachers' preparation in classroom management, Oliver and Reschly (2010) reviewed course syllabi from special education teacher preparation programs ( $N = 26$ ). The researchers used the Innovative Configurations instrument (Hall & Hord, 2001) to measure the degree to which essential components of classroom management were represented in coursework such as creating a structured classroom environment, utilizing active supervision, focusing on student engagement, employing behavioral expectations, implementing classroom rules and classroom routines, encouraging appropriate behavior, and enacting behavior reduction strategies. Findings revealed a highly variable emphasis on classroom management among the reviewed programs with only seven of the university programs devoting an entire course to classroom management. Additionally, teacher preparation programs included within the study emphasized reactive classroom management strategies as opposed to preventive elements.

In a study of course catalogs for teacher preparation programs ( $N = 32$ ) from all 50 states and Washington, D.C., Freeman et al. (2014) determined the number of states with a policy requiring preservice teachers to receive instruction in evidence-based classroom management practices and the extent to which those preparation programs provided that instruction. Results showed that 28 states required teacher preparation programs to include research-based classroom management instruction for elementary or secondary general education teachers, while 23 states did not. Of the participating institutions' teacher preparation programs, 74 percent offered a course specifically related to classroom management. Additionally, nearly all of the responding elementary and secondary teacher preparation programs included classroom management content

(96%); however, only 66 percent of those programs included documentation of teaching evidence-based classroom management practices.

**Classroom management course content.** To provide clarity and context to the type of content presented in preservice teacher preparation programs related to classroom management, the National Council on Teacher Quality (Greenberg et al., 2013) reviewed available course syllabi and materials associated with classroom management from general and special education teacher preparation programs ( $N = 122$ ), from 213 courses, within the United States. According to their findings, even though more than half of the programs contained instruction related to teaching rules, routines, and procedures, the programs gave little attention to other components such as praise, consistent consequences for misbehavior, and promotion of student engagement. Seventy-one percent of programs introduced second-tier classroom management strategies, such as utilizing proximity or eye contact to prevent misbehavior, within their programs.

Similarly, Flower et al. (2017) investigated classroom management content within preservice teacher preparation programs for general and special education teachers. Survey respondents ( $N = 215$ ), coordinators for teacher education programs in a large Southwestern state, reported the most commonly included classroom management concepts, strategies, and skills were comprised of rules, routines, management of assignments, parent communication, and positive classroom environment. Eighty-seven percent of the programs addressed universal methods; however, only 58 percent of the programs offered content related to methods to increase appropriate behavior.

In order to provide suggestions for enhancing classroom management and teacher preparation for preservice teachers, a group of researchers reviewed the instructional classroom management practices and content within college/university physical education teacher preparation programs in the United States (Lavay, Henderson, French, & Guthrie, 2012).

Participants ( $N = 134$ ) consisted of college and university professors who were teaching either an entire course dedicated to classroom management or a unit(s) in classroom management within a physical education course. Data were gathered by dissemination of an online survey, designed to examine the classroom management practices and academic content of the selected programs. Results revealed that 96 percent of participants taught a classroom management unit within one or more courses; however, 25 percent reported spending less than ten percent of instructional time on the topic of classroom management. Fifty-one percent devoted 11 to 25 percent of class time to classroom management, and 25 percent focused 26 to 51 percent of their time on this topic.

In an examination of coursework and training in behavioral instruction practices, Begeny and Martens (2006) surveyed graduate students ( $N = 110$ ) enrolled in elementary, secondary, or special education master's degree programs at four universities and two colleges in the Northeast. Participants completed the Index of Training in Behavioral Instruction Practices (ITBIP) instrument which collected information regarding undergraduate training in behavioral instruction practices and applied practice. Results revealed that the elementary preservice teachers received the most training in planning for variation of instruction (24%) and promoting active engagement (49%). Overall, participants reported receiving very little training in behavioral instruction concepts and strategies within their teacher preparation programs.

**Behavior management systems.** Within teacher preparation programs, content included a variety of behavior management systems (O'Neill & Stephenson, 2012) and spanned a diverse range of beliefs about teacher and student roles within the classroom (Evertson & Weinstein, 2006). One study sought to identify evidence-based classroom management practices in preservice preparation courses (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). The investigators categorized evidence-based classroom management as those practices that were (a)



evaluated by means of experimental design and methodology, (b) able to demonstrate effectiveness, and (c) supported by at least three empirical studies published in peer-reviewed journals. Results identified 20 general practices grouped into five empirically-supported, critical features of classroom management including (a) maximizing classroom structure and predictability; (b) teaching, monitoring, and reviewing classroom expectations; (c) engaging students in active and observable ways; (d) acknowledging strategies that support appropriate classroom behavior; and (e) utilizing strategies to respond to inappropriate classroom behavior.

In a similar study, Banks (2003) investigated different behavior management systems in Texas colleges and universities during the 2001-2002 academic year. The researcher sent surveys to teacher preparation programs ( $N = 52$ ) in order to identify the most frequently included classroom management models within coursework. Results showed a range of common classroom management models. One of these models, Assertive Discipline, focused on maintaining a calm, productive classroom environment while meeting students' needs for learning (Canter & Canter, 1976; Charles & Senter, 2005). Another, Choice/Reality Therapy, centered on guiding students in becoming responsible individuals in order to satisfy their own needs (Glasser, 1986). In addition, Discipline with Dignity concentrated on building relationships between teachers and students to promote self-discipline (Curwin, Mendler, & Mendler, 2008).

**Classroom management strategies.** Other studies identified specific classroom management strategies within teacher preparation coursework. Reupert and Woodcock (2011) explored Australian and Canadian preservice primary teachers' ( $N = 309$ ) use, confidence, and success in various classroom management strategies such as rewards, prevention, differentiation, initial correction, and later correction. Results indicated that these preservice teachers implemented initial correction strategies most often. In addition, participants appeared to be most

confident in using initial correction strategies and preventive strategies. The participants also specified that preventive strategies were the most successful when managing student behavior. Overall, Canadian preservice teachers reported utilizing preventive strategies more frequently than the Australian preservice teachers.

Comparably, another scholar interviewed preservice teachers ( $N = 19$ ) regarding the implementation of positive and proactive classroom management strategies in elementary classrooms (Shook, 2012). Two measures examined the views and practices of the participants including semi-structured interviews and university supervisors' written observations during the participants' preservice teaching. According to the results, participants planned and applied rules and routines for general classroom management but relied mostly on reactive strategies for undesired student behavior; ostensibly, participants did not demonstrate a disposition to modify their classroom management strategies to prevent undesirable behaviors.

In a similar study, Moore et al. (2017) investigated teachers' knowledge and implementation of research-based classroom management strategies. The researchers found that among elementary teachers ( $N = 160$ ), after providing responses to the Survey of Classroom and Behavior Management, approximately 52 percent appeared to be somewhat knowledgeable and able to implement all ten sets of evidence-based classroom management strategies from establishing rules and routines and promoting appropriate behavior to teaching replacement behaviors and designing, implementing, and evaluating interventions.

In an investigation of classroom management strategies utilized by preservice teachers, Reupert and Woodcock (2010) asked Canadian elementary preservice teachers ( $N = 336$ ), enrolled in a one-year teacher education program at a university, to complete the Survey of Behaviour Management Practices. Developed by the researchers, this instrument assessed teachers' frequency and success with various classroom management strategies including

reward, prevention, initial correction, and later correction. The results indicated that participants most frequently employed initial corrective strategies and used them significantly more than preventive strategies. In addition, participants seemed most confident in using initial correction strategies and preventive strategies. Overall, the participants reported that preventive strategies were the most successful of all strategies when managing students' behavior.

Woodcock and Reupert (2012) later studied the strategies, confidence, and reported levels of success with respect to classroom management techniques among first, second, third, and fourth year preservice elementary teachers. The participants ( $N = 509$ ) were those enrolled in a university in New South Wales, Australia participating in teaching practicums ranging from two weeks to a ten-week internship. Participants completed the Survey of Behaviour Management Practices (SOBMP), in the first semester of each year of the degree program, where they rated the frequency of use, confidence in, and success with various preventive and corrective classroom management strategies and instructional practices. Results indicated that those participants in their second year utilized correction strategies more often than those in their first year. Among second- and third-year participants, those in their third year implemented more preventive strategies than those in their second year. Among third- and fourth-year participants there were no significant differences.

**Summary of classroom management in teacher preparation programs.** Overall, it appeared that classroom management training and coursework varied in terms of curriculum and frequency of inclusion within teacher preparation programs across content areas. Empirical research identified training experiences such as field placements, mentoring experiences, and coursework outside of one's degree program; however, the intensity of such training differed among programs. Given teacher preparation programs with dedicated classroom management courses, common principles among them were related to foundational aspects such as creating

expectations, teaching rules and procedures, and organizing the classroom space. Though varied in dissemination to preservice teachers and particular degree requirements, it seemed that teacher preparation programs recognized the importance and value of equipping future teachers with classroom management knowledge and skills.

### **In-service Teachers and Classroom Management**

As preservice teachers assumed teaching positions, they transformed from being the pupils to creating instruction and management for their own students in their own classrooms. Acquiring such responsibilities caused a change from discussion and role-playing to direct implementation of classroom management strategies, often an abrupt shift between preservice and in-service teaching. This process applied to educators across various content areas and grade levels, thus underpinning the importance of classroom management skills and practice.

**Early childhood teachers.** In order to identify frequently implemented behavior strategies, Ritz, Noltemeyer, Davis, and Green (2014) examined classroom management strategies utilized by preschool teachers ( $N = 5$ ) to address disruptive student behavior. The study aimed to identify the frequency of use of each established classroom management method and the rationale for teachers' use of particular classroom management strategies. Data were collected through classroom observations and semi-structured interviews gathered from five classrooms across two Midwestern preschools. The findings of the study specified that participants implemented various classroom management techniques including warnings (27%), proximity (11%), choices (11%), and overcorrection (2%). Interview data revealed that participants utilized preventive strategies such as room arrangement, review of rules, and positive reinforcement to promote compliance.

**Elementary teachers.** In an effort to identify the effects of the Incredible Years Teacher Classroom Management Program (IY-TCMP), Fossum, Handegard, and Drugli (2017)

conducted a study with Norwegian kindergarten classes ( $N = 92$ ). The IY-TCMP program can be described as a universal preventive classroom management program intended to reduce the frequency of inappropriate student behaviors while supporting social and emotional competence. In this study, the IY-TCMP program was implemented in 46 kindergarten classes and compared to another 46 kindergarten classes that did not receive the intervention. The researchers measured students' behaviors at the beginning and ending of the school year. For preventive intervention, findings showed statistically significant treatment effects in behavior, internalization, attention problems, and social skills. On each measure, children who experienced the IY-TCMP program changed more favorably than those who did not. Overall, implementation of this program reduced problem behavior, improved attention and internalization problems, and promoted social competence among the kindergarten children.

In another study with primary students, Tillery, Varjas, Meyers, and Collins (2010) examined kindergarten and first-grade general education teachers' ( $N = 20$ ) perceptions of student behavior. The researchers conducted semi-structured interviews in order to gather participants' perspectives and approaches to classroom management and intervention strategies such as praise rewards within the school-wide behavior initiative of PBIS. Data analysis revealed themes related to teacher perceptions of behavior, teacher classroom management strategies, and teacher classroom management and intervention training. Participants' perceptions of behavior were generally regarded as "how a child acts," a behavior that could be influenced by factors such as school climate, peer interactions, and teachers' actions or lack of actions. The participants practiced classroom management strategies such as utilizing praise and reward, behavior charts, graduated discipline systems (e.g., response cost), verbal reprimands, and planned group incentives. Specific preventive strategies mentioned included cultivating a positive classroom environment with clear expectations, maintaining consistent and fair rules,

providing an organized classroom structure, and being proactive to avoid students' known triggers. The participants seemed to have the most classroom management training in foundational principles such as positive and negative reinforcement.

In order to consider those teachers who did not receive formal classroom management training (i.e. course or field experiences specifically focused on classroom management), Smart and Igo (2010) interviewed first-year elementary teachers ( $N = 19$ ), from two public school districts in the Southeastern United States, with respect to strategies for handling student behavior. The secondary purpose of the study was to investigate teachers' perceptions of the effectiveness of their classroom management strategies in several different classroom scenarios. Results of the study indicated that the participants appeared to select and implement classroom management strategies based on the severity of students' behavior. For mild student disruptions, the participants perceived their classroom management strategies to be more effective and reported utilizing strategies with greater consistency. On the contrary, when facing more severe student behavior, the participants perceived their classroom management strategies to be highly ineffective and reported rather inconsistent implementation.

An investigation of elementary teachers' strategies for handling classroom behavior, Rydell and Henricsson (2004) conducted a study with first-grade teachers ( $N = 86$ ) in thirteen school districts in Sweden. Participants completed a questionnaire that included aspects related to disciplinary strategy preferences, perceived control over behavior in the classroom, attitudes towards classroom practices, and teacher characteristics. One year following the survey, the elementary teachers were observed teaching second grade students, specifically those identified with problematic behavior. Results of the study showed that reasoning and discussion were the most frequent disciplinary strategies implemented ( $M = 4.28$ ,  $SD = 2.24$ ), and the participants appeared to view themselves as having fairly good control over problematic behaviors in the

classroom ( $M = 3.65$ ,  $SD = 0.57$ ). Classroom observations identified setting limits and corrections as the most commonly implemented behavior management action ( $M = 0.55$ ,  $SD = 1.11$ ).

**Music teachers.** As classroom management appeared to be a concern for early childhood and elementary teachers, it might also be a particular challenge for music teachers due to larger class sizes, unique pacing requirements, and performance-based outcomes. Thus, empirical studies including music teachers and classroom management might be considered. In one such study, a single-subject reversal design, Caldarella, Williams, Jolstead, and Wills (2017) examined the effectiveness of Class-Wide Function-Related Intervention Teams (CW-FIT) in increasing on-task behavior and teacher praise-to-reprimand ratios in an elementary music classroom in Utah. The participants included sixth-grade students ( $N = 22$ ) and a female teacher ( $N = 1$ ). The CW-FIT is a positive behavior intervention that involves instruction in social skills, group contingencies, praise, points, and group rewards. After the intervention, the praise-to-reprimand ratio increased significantly from 1.65 to 3.50. When CW-FIT was implemented, the class group on-task behavior increased from 52 to 83 percent. Results also suggested that both the teacher and students found value and enjoyment in the CW-FIT and that this tool might be a useful classroom management tool for other classrooms.

Also focused on a general music classroom, Johnson and Matthews (2017) conducted a descriptive study to examine experienced general music teachers' ( $N = 7$ ) decision-making processes by means of their responses to three classroom scenarios and in-depth, semi-structured, follow-up interviews. Findings revealed themes including (a) having clear goals and objectives, (b) helping students develop a life-long love of music, (c) displaying responsible citizenship, (d) guiding instruction with specific methodologies, (e) building on previously taught concepts, (f) addressing classroom management, (g) embracing the importance of flexibility, (h) improving

one's own professional development, and (i) assessing students' growth. All participants mentioned the importance of classroom management with many commenting on the gravity of transitions, clear expectations, student choice, and consistent daily routines. Additionally, participants appeared to be aware of how their instructional decisions impacted both their own teaching and their students' academic and social growth.

In a study involving two groups of first-year music teachers ( $N = 13$ ), Conway (2003) examined beginning music teacher mentor practices in 13 school districts in Michigan. The study included three focus-group discussions, hour-long classroom observations, and semi-structured interviews. Participants were also encouraged to keep a journal of beginning teaching experiences. Data analysis pointed to content regarding beginning music teacher and mentor interactions including classroom management. As one participant mentioned, "I asked my mentor to help me with what to do about discipline. She did not always know what to tell me, but it was good to talk about it." Perhaps an important principle for mentor teachers could be to observe and conduct classroom management discussions with the mentee in order to provide more support with respect to the challenges of student behavior.

**Summary of in-service teachers and classroom management.** It appeared that in-service teachers in early childhood, elementary, and music education implemented various classroom management techniques within their classrooms. Across content areas, in-service teachers utilized both reactive and preventive strategies, often within the bounds of a specific school-wide behavioral program. In-service teachers' prior training and background encompassed universal classroom management techniques; yet, they seemed uncertain of their effectiveness to consistently manage student behavior. However, given differing content and varying grade levels, in-service teachers seemed to recognize the importance of classroom management as it pertained to instruction and students' personal and academic growth.



## **Preservice Teachers and Classroom Management**

With teacher preparation coursework including classroom management, some studies examined preservice teachers' retention of this content. Balli (2011) studied preservice teachers' ( $N = 148$ ) knowledge of classroom management strategies by examining how their memories reflected classroom management information presented within their teacher preparation programs. Results of this study suggested that teacher educators might focus instruction on providing classroom structure, building teacher-student relationships, maintaining composure while provoked or frustrated with misbehaving students, and developing student interest with variety in classroom activities to prevent discipline problems.

**Perceptions.** Focused on preservice teachers' perceptions of classroom management, Weinstein (1998) examined those of preservice elementary and secondary teachers ( $N = 141$ ) at a state university in the Northeast. After completing the Teacher Beliefs Survey, results revealed that the participants explained classroom management in terms of creating order, establishing rules and routines, creating expectations for behavior, establishing authority, and creating an orderly and structured environment in which students could learn.

**Self-efficacy for classroom management.** Other scholars examined preservice teachers' self-efficacy relating to classroom management. Giallo and Little (2003) investigated the self-efficacy differences for classroom management among elementary teachers ( $N = 54$ ), with less than three years of teaching experiences, and preservice teachers ( $N = 25$ ) in an elementary teacher preparation program in Melbourne, Australia. Participants completed the Teacher Self-Efficacy in Behavior Management and Discipline Scale (SEBM) to assess confidence in classroom management and discipline and the PrepCon Questionnaire to obtain a sense of perceived preparedness in various teaching competencies including classroom management. In addition, participants provided data for the Rating Scale for Measuring Teachers' Perceptions of

Problem Behaviours to gather information about the types of experiences with behavior problems in the classroom. Results showed a significant positive correlation between SEBM and preparedness, indicating that participants with a greater sense of perceived preparedness to teach held a greater sense of self-efficacy for classroom management. SEBM was negatively correlated with severity yet positively correlated with manageability, showing that participants who perceived that their classroom environment required them to handle severe and/or unmanageable behaviors were more likely to hold a lower sense of self-efficacy for classroom management. Analysis of SEMB overall scores between the two groups revealed that elementary teachers held significantly higher self-efficacy for classroom management ( $M = 4.14$ ) than preservice teachers ( $M = 3.90$ ).

Similarly, two scholars aimed to examine teacher preparation programs within Australian institutions ( $N = 21$ ) to investigate preservice teachers' preparedness to manage specific behavior problems, familiarity, and confidence in using classroom management strategies (O'Neill & Stephenson, 2012). Participants responded to the Preparedness in Managing Behaviour Problems Scale (PMBPS), the Behaviour Management Strategies Scale (BMSS), and the Classroom Management Theories and Approaches Scale (CMTAS). The results suggested that, upon completion of a classroom management course, preservice teachers felt significantly more prepared ( $M = 2.3$ ) as opposed to those who had not ( $M = 1.7$ ) and confident in utilizing a significantly higher number of classroom management strategies ( $M = 28.5$ ) than those who had not ( $M = 16.2$ ).

In particular, the researchers noted that

[C]ompletion of mandatory, or a combination of mandatory and elective classroom behaviour management units, was associated with higher feelings of preparedness for all categories of problematic behaviours. However, it would appear that even when

classroom management behavior units are completed, preservice teachers feel that it has only somewhat prepared them to manage disruption, non-compliance, or disorganization (p. 1139).

In another international study, Pfitzner-Eden (2016) explored how the self-efficacy for two groups of preservice teachers (Cohort 1;  $N = 438$ ) and (Cohort 2;  $N = 359$ ) at a large German university might change during coursework at a university and practicum experience. Results showed that for the beginning preservice teachers, self-efficacy for classroom management declined significantly while the advanced preservice teachers displayed a significant increase in self-efficacy for classroom management. These oppositional changes may be explained by the participants' differences in course content as the beginning group completed introductory-level courses including instruction and classroom management, and the advanced preservice teachers participated in a preparatory seminar that focused on specific techniques in classroom management and instruction, particularly managing challenging classrooms.

**Summary of preservice teachers and classroom management.** Overall, preservice teachers appeared to have knowledge of classroom management. Despite an awareness of foundational classroom management techniques, preservice teachers seemed to have rather low confidence in their abilities to manage student behavior, perhaps related to lack of coursework or experience within a classroom. Preservice teachers might not feel adequately prepared to handle problematic behavior when not provided with opportunities to study and practice specific classroom management techniques within their teacher preparation programs.

### **Preservice Music Teachers and Classroom Management**

The following presents two broad topics that include classroom management and music content. This section addresses the first of the two, namely, classroom management.

Given that preservice teachers will teach various content areas, consideration of classroom management could also be given to future music educators. In preparing to teach multiple grade levels, preservice music teachers likely had similar experiences, fears or lack of confidence, or self-efficacy for classroom management as those in early childhood and elementary teacher preparation programs.

**Teacher preparation programs.** In a study focused on early-career music teachers, Legette (2013) examined participants' ( $N = 101$ ) preservice teacher preparation programs, specifically, the ability to develop classroom management competencies. Participants completed an online survey, and results showed that 76 percent expressed a desire for more classroom management techniques in their teacher preparation programs. These findings suggested that this teacher preparation program might address classroom management earlier in professional program to assuage fears.

In a follow-up study, Legette and McCord (2015) examined the perceptions of preservice music teachers ( $N = 104$ ) regarding teaching music and the knowledge and skills gained from their teacher preparation program experiences. The participants completed a survey containing questions with respect to their perception of preservice training, work challenges and rewards, and professional goals. As stated in the results, participants viewed classroom management among the most challenging aspects of teaching. Approximately 57 percent specified that their preservice program needed to provide more instruction and practice about classroom management techniques.

**Confidence.** Within the context of a general music methods course at a large Midwestern university, Hedden (2015) investigated preservice music teachers' ( $N = 61$ ) potential change in confidence as it pertained to resolving behavior programs, strategies for handling those problems, anticipating behavior problems, and fears about classroom management. Over the

course of four semesters, she presented instruction on classroom management, approaches to handling discipline problems, and background information. A survey, administered in the first week and last week of class, collected data based on participants' confidence levels regarding handling discipline problems, classroom management methodology, and classroom management pedagogy. In addition, participants presented lessons to peers with a predetermined discipline problem during assigned classroom lessons. Participants gained confidence in handling discipline problems, with a change from pretest to posttest ( $M = 6.80$ ,  $M = 7.74$ ), increased the number of strategies to resolve behavior problems (11.5% to 52.5%), and slightly increased confidence levels pertaining to methodology and pedagogy ( $M = 8.16$ ,  $M = 8.66$ ).

Kelly (2000) examined preservice music teachers' ( $N = 62$ ) fears and concerns about student teaching and initial in-service teaching experiences. Participants completed prompts in reference to their greatest concerns and fears on both the student teaching and in-service teaching experiences. The participants appeared to be confident in entering their student teaching and initial in-service experiences, though they did express concerns about classroom management, which produced the highest number of comments ( $n = 23$ ).

**Self-efficacy.** In 2012, Bergee investigated self-efficacy for classroom management of preservice music education majors ( $N = 60$ ) at a large Midwestern university who had yet to begin student teaching or were in the process of student teaching. The researcher constructed a scale to measure preservice music education students' self-efficacy called the Preservice Music Teachers' Classroom Management Self-Efficacy Scale (P-CMSES). Classroom management behaviors were organized into five broad categories including (a) "with-it-ness," (b) ability to maintain more than one activity, (c) satisfactory lesson cohesion, (d) appropriate lesson pacing, and (e) demonstrating deliberate behavior. Participants were divided into three groups: direct experience, mediated experience, and control. In the direct experience, participants met with the

researcher in small groups, for three sessions, to discuss classroom management behaviors and techniques to employ in an assigned rehearsal within a public school. For those in the mediated experience, participants met in small groups and discussed classroom management behaviors and viewed videos of three cooperating teachers' rehearsals. The researcher periodically paused the video to identify the teachers' use of classroom management strategies discussed within the group. After watching the videos, the participants participated in a discussion and completed the P-CMSES. Participants in the control group received no concerted attention and completed the posttest and follow-up P-CMSES in accordance with the other groups. Findings revealed that the interaction between group and time was statistically significant.

**Summary of preservice music teachers and classroom management.** Similar to early childhood and elementary preservice teachers, future music educators recognized classroom management as a challenging part of their future careers. Given this concern, preservice music teachers expressed a need for more training and coursework with respect to classroom management within their degree programs. Preservice music educators appeared to need more practice and inclusion of classroom management content in teacher preparation courses to best equip them for the realities of their future classrooms.

### **Preservice Teachers and Music Content**

Within teacher preparation programs, preservice teachers may be required to enroll in an arts integration course. According to the Council for the Accreditation of Educator Preparation (2018), teacher candidates must understand the connections made within and across core disciplines including fine and performing arts. Thus, other empirical studies might provide valuable insight as to the degree to which preservice teachers value music integration and their comfort teaching such content.

**Music integration.** Berke and Colwell (2004) examined self-reported musical abilities, attitudes toward music, and the view of integrating music -- such as echo-singing, sight-reading using solfège and Curwen hand sings, reading and writing rhythms and melodies, and basic music terminology -- into the elementary curriculum among preservice elementary teachers ( $N = 34$ ) enrolled in a music integration course. Results indicated that 73 percent of the participants reported some prior musical experience. Findings also showed a significant positive change for four of five questions within the music ability and attitude section of the survey. The largest change in means was for the question regarding comfort level for teaching music. On the pretest, participants appeared to feel more responsibility for teaching music if no specialist was available in the elementary school.

Comparably, Giles and Frego (2004) conducted a pilot study to examine the amount and specific types of music integration by elementary teachers ( $N = 18$ ) in an urban district in the Midwest. Four of the teachers had books pertaining to music such as song books or children's literature books about music or sound; two teachers had pianos in the classroom; and 13 described learning activities that incorporated music to teach concepts such as poetry, math, and the alphabet. In addition, 16 of the participants completed a music course in their teacher preparation program, but only two of those implemented activities or strategies learned within the music course into their current elementary classroom.

**Comfort integrating music.** Hash (2010) surveyed preservice elementary teachers ( $N = 116$ ) to examine their attitudes toward music in the elementary curriculum. The survey inquired about participants' musical abilities and experience as well as beliefs regarding the roles of the classroom teacher, music specialist, and their comfort level with teaching music and integrating music into other disciplines. Results of the study demonstrated that 93 percent of participants felt comfortable integrating music with other subjects. However, 52 percent of the participants did

not feel confident taking on the role of the music teacher, though 93 percent were supportive of integrating music with other subjects such as social studies and language arts.

**Confidence teaching music.** Another study investigated the effect of a music methods course on preservice early childhood teachers' ( $N = 41$ ) confidence and competence to teach music. Vannatta-Hall (2010) administered the Music Background Survey (MBS) and Music Teaching Self-Efficacy Questionnaire (MTSEQ), in addition to focus groups conducted at the end of the course. Findings showed a significant overall increase in participants' confidence teaching music at the conclusion of four microteaching sessions.

In an investigation of preservice early childhood and elementary education teachers ( $N = 6$ ), Valerio and Freeman (2009) studied participants' reflections of their music teaching experiences that were part of an early childhood music methods course. The study aimed to discover participants' views of preservice music teaching experiences and how those might have influenced their preparation for teaching. Data were collected by participants' written teaching reflections and interviews three semesters following the completion of the course. Findings indicated that the participants appeared to perceive themselves to be developing confidence in their music and teaching abilities and recognizing children's musical responses and development. Results also suggested that these experiences influenced their teacher preparation by providing participants with the abilities to transfer music skills, content, and activities to connect to the community while providing more understanding for child- and self-development as it pertained to music.

**Summary of preservice teachers and music content.** Overall, it appeared that preservice teachers, whose content area was outside of music, felt uncertain with respect to teaching musical content. Though these future educators seemed to support the inclusion of integrating music across content areas, they also were not comfortable acting as the sole music



teacher. For those preservice teachers who participated in a music integration course within a teacher preparation program, their confidence increased with respect to teaching music.

### **Chapter Summary**

Through this review of the literature, it appeared that preservice teachers may not feel sufficiently prepared for their future classrooms with regard to classroom management. Studies consistently reported that preservice teachers pursuing teaching careers in early childhood, elementary, and music education felt unsure as it pertained to their knowledge of and skills related to implementing classroom management techniques. Preservice teachers, across many content areas, might benefit from a broader range of experiences with and exposure to reactive and preventive classroom management strategies within teacher preparation program coursework.

Both in the United States and abroad, some classroom management courses were available within university teacher preparation programs. Coursework ranged from those specifically focused on evidence-classroom management skills to units of instruction within a methods course. Even so, preservice and in-service early childhood, elementary, and music teachers continued to report significant challenges in terms of handling student behavior in field placements, practicum experiences, student teaching, and their current classrooms. Therefore, preservice teachers, in all content areas, may gain from concerted instruction and practice of preventive classroom management strategies prior to the start of their teaching careers to better equip them for working in the classroom.

In terms of addressing musical content, classroom management could be particularly beneficial given that most music-learning activities require whole-group participation and could lead to a chaotic classroom environment. In other words, students learning music are not given directions about a concept and then assigned to complete individual, seated work in a quiet

manner; rather, all of them may be singing, listening, moving, performing, or creating music simultaneously, much of which is done with the addition of classroom instruments and equipment such as writing utensils, jump ropes, puppets, and sound-generating elements. Thus, the need for effective classroom management coupled with efficient and specific management strategies would seem to be indispensable in a classroom environment where musical learning is taking place.

Finally, the literature was quite profuse in the area of teacher preparation coursework and evidence-based classroom management; however, there was a noticeable gap in the area of music integration courses and classroom management. Given that classroom teachers may be required to integrate music into their contained classroom instruction, it would be beneficial for more attention to be devoted to this topic.

## **Chapter Three**

### **Method**

The purpose of this study was to investigate the effect of instruction differentiation (lecture, individual practice, demonstration practice) in preventive classroom management strategies (verbal cues, physical proximity, modeling correct behavior) on early childhood and elementary preservice teachers' selected behaviors during assigned classroom teaching of music instruction to peers. This chapter describes aspects of the pilot and main studies including research design, variables, procedures, equipment, and data analysis pertinent to this study.

### **Pilot Study**

The pilot study utilized a single-factor, completely randomized experimental design focused on three conditions of instruction differentiation and the number of selected behaviors exhibited by early childhood and elementary preservice teachers.

### **Participants**

Participants consisted of junior and senior unified early childhood and elementary preservice teachers ( $N = 9$ ) enrolled in a music integration course at a Midwestern university. The independent variable was instruction in preventive classroom management, which had three conditions: lecture, individual practice, and demonstration practice. The dependent variable was the number of selected behaviors (verbal cues, physical proximity, modeling of correct student behavior) displayed by the participants during a four-minute microteaching session in a music integration course.

### **Procedure**

Subsequent to indicating consent, participants were randomly assigned to one of three groups. Participants in the lecture condition received instruction via two 20-minute in-class lectures detailing how an elementary teacher might implement verbal cues, utilize physical

proximity, and model correct student behavior in two different early childhood/elementary classroom scenarios (e.g., finding a carpet spot, lining up at the door).

In both the individual practice and demonstration practice conditions, participants met with the researcher for 20 minutes twice over the course of the two days prior to their microteaching sessions. In both conditions, I read from a script (see Appendix A) and presented participants with two different early childhood/elementary classroom scenarios (e.g., finding a carpet spot, lining up at the door). Next, I demonstrated a prescribed method to incorporate verbal cues, utilize physical proximity, and model correct behavior. In the individual practice condition, participants first listened to each scenario and then implemented the specific preventive techniques while I posed as an elementary student. For the demonstration practice condition, I first demonstrated each preventive strategy, after which participants practiced each technique while I posed as an elementary student.

After undergoing the treatment conditions, participants presented four-minute microteaching sessions, video-recorded by the researcher, in the music integration course where peers posed as early childhood or elementary students. Afterward, two graduate students in music education analyzed participants' microteaching videos, tallying the number of verbal cues, uses of physical proximity, and modeling of correct student behavior (ranging from 1 to 10) displayed during the four-minute time period. Inter-rater reliability was established at .89 by calculating the number of observations in agreement between the two reviewers and dividing by the total number of agreements plus disagreements. The methods of analysis used were a one-way analysis of variance and pairwise comparisons.

## Main Study

The main study, which added a second variable, examined the effect of differing instruction in preventive classroom management strategies on preservice teachers' observed behaviors across three microteaching sessions in a music integration course.

## Participants

Participants ( $N = 7$ ) constituted a convenience sample of female preservice teachers enrolled in a music integration course at a Midwestern university. Participants ranged in age from 19 ( $n = 2$ ) to 23 ( $n = 1$ ) years of age ( $M = 20.29$  years,  $SD = 1.38$  years); race/ethnicity included Hispanic/Latino ( $n = 1$ ) and White/Caucasian ( $n = 6$ ). Participants were sophomores ( $n = 3$ ) enrolled in pre-education elementary [ $n = 1$ ] and pre-education unified early childhood [ $n = 2$ ]; juniors ( $n = 3$ ) in elementary education [ $n = 2$ ] and unified early childhood [ $n = 1$ ]; and seniors ( $n = 1$ ) in the elementary education degree program.

## Variables

**Independent variables.** The first independent variable was instruction in preventive classroom management, which had three conditions: lecture, individual practice, and demonstration practice. Added to the main study, the second independent variable was the type of lesson taught by the preservice teachers and had three categories: song or chant, movement, and listening.

**Dependent variable.** The dependent variable was the number of selected behaviors (verbal cues, physical proximity, modeling correct student behavior) displayed by the participants over the span of three eight-minute microteaching sessions in the music integration course.

## Procedure and Equipment

An Institutional Review Board (IRB) approved this study prior to beginning data collection (see Appendix B), and participants signed a consent form (see Appendix C). Per the course syllabus, all students received instruction differentiation in preventive classroom management strategies (verbal cues, physical proximity, modeling correct behavior) as part of the planned course content. For the purposes of this study, participants received information about the use of their data for research analysis and forms to indicate consent. Students in the music integration course placed consent forms in sealed envelopes and a faculty advisor later opened them to determine the number of consenting participants. The faculty advisor kept the consent forms in a locked file cabinet for the duration of the study.

**Initial survey.** While conducting the review of literature I did not identify an instrument that could be utilized for this study. Based on my background, prior knowledge teaching the course, pilot study, and the review of research, I designed an instrument to collect participants' demographic data and experience with classroom management. The instrument contained 11 questions. Four gathered demographic data, while seven addressed teaching experience and perceptions of classroom management coursework, experience, and importance with a nine-point Likert-type scale ranging in response choices from 1, *None*, to 9, *A Great Deal* (see Appendix D for survey). Preceding their participation in the first treatment condition (lecture, individual practice, demonstration practice), the participants completed a paper and pencil survey.

**Instruction differentiation.** To schedule individual meeting times for each condition, I created a Doodle Poll at the beginning of the course. I sent this poll to each participant's university email address and requested three times, each two days prior to the microteaching session, to meet for the study. After each participant responded, I scheduled meetings with every participant for a total of 21 meetings, each at approximately the same day and time intervals

prior to their in-class microteaching sessions. I maintained the schedule in Google Sheets and sent email reminders to each participant three days before each planned meeting.

***Research space.*** Participants in all three conditions of instruction differentiation met in a research space at the Midwestern university in order to minimize distractions. The room contained three chairs, two desks, and ample space for participants to move freely. I arranged the space in the same manner for all meetings and locked the space when not in use for this study. In addition, the meeting space had sufficient room and lighting so as to be comfortable for the participants. Occasionally, for certain sessions, the temperature of the room had changed, and there was some external noise. I encountered no other problems. Prior to beginning the treatment conditions, I randomized the instruction differentiation and lesson type using a Graeco-Latin Square design (3 x 3 x 7). Circumstances and scheduling did not permit the seven participants to experience all nine plausible conditions. Consequently, each participant was assigned to three as per Table 1.

Table 1

*Graeco-Latin Square Randomization of Instruction and Lesson Type*

	Microteaching 1	Microteaching 2	Microteaching 3
Participants	Instruction/Lesson	Instruction/Lesson	Instruction/Lesson
1	A $\Upsilon$	B $\beta$	Ca
2	Ba	C $\Upsilon$	A $\beta$
3	C $\beta$	Aa	B $\Upsilon$
4	Ca	B $\beta$	A $\Upsilon$
5	A $\beta$	C $\Upsilon$	Ba
6	B $\Upsilon$	Aa	C $\beta$
7	A $\Upsilon$	B $\beta$	Ca

*Note:* A = Lecture; B = Individual Practice; C = Demonstration Practice; a = song/chant;  $\beta$  = movement;  $\Upsilon$  = listening

**Lecture condition.** Within teacher education, lecture-based direct instruction has been considered the traditional standard as it promoted inert knowledge (e.g., Brown, Collins, & Duguid, 1989; Hedberg & Alexander, 1994; Tripp, 1993). Lectures can be effective in order to cover large amounts of content quickly and can be easily adapted to fit the needs and interests of a particular audience (see Antephol & Herzig, 1999; McKeachie, 1986; Paul, 1999). This tradition informed the development of the lecture condition for this study.

For the lecture condition, I met with each participant one or two days before their microteaching session. After greeting the participant, I provided instruction via one 20-minute lecture (via PowerPoint presentation) which defined classroom management, preventive classroom management, and three preventive classroom management strategies (implementing verbal cues, utilizing physical proximity, and modeling correct student behavior). Lastly, I



presented information, within the context of four different early childhood/elementary classroom scenarios (e.g., walking and sitting down on the carpet at the front of the classroom, lining up at the door, choosing a partner for an activity, and moving to a new location in the classroom), regarding how to implement each of the three preventive classroom management strategies. At the end of the presentation, I thanked the participant for her time and concluded the meeting. (See Appendix E for lecture condition PowerPoint presentation.)

***Individual practice condition.*** In order to provide participants with opportunities to contextualize information and link it to realistic classroom events, I based the other two conditions on experiential learning. Experiential learning experiences might provide preservice teachers with both core knowledge and the ability to apply that knowledge outside of their realm of experience (e.g., Griffin, 1995; Malone & Langone, 2005; McCoy, 1995). Given that there appeared to be challenges presented by traditional instructional strategies, I designed the second and third conditions of instruction based on the need for preservice teachers to experience contextually-based examples of the material presented in the lecture condition.

Therefore, for the individual practice condition, I developed a detailed script describing the three preventive classroom management strategies (verbal cues, physical proximity, modeling correct student behavior) along with how to apply each strategy within the context of four different early childhood/elementary classroom scenarios (e.g., walking and sitting down on the carpet at the front of the classroom, lining up at the door, choosing a partner for an activity, and moving to a new location in the classroom).

For this condition, I met with each participant for 20 minutes, one or two days prior to their microteaching session. After greeting the participant, I verbally provided her with a definition of classroom management and then a definition of preventive classroom management. I explained the three different preventive classroom management strategies (verbal cues, physical

proximity, modeling correct student behavior) including specific actions the participant might take in order to apply each of the strategies in an early childhood/elementary classroom. Finally, I told each participant that I would present four different classroom scenarios, and then the participant would implement the three preventive classroom management strategies while I posed as an early childhood or elementary student.

For the first scenario, I asked each participant to consider how to use verbal cues to get me, a kindergarten student, to walk to and sit down on the carpet at the front of the classroom. Since we met in a designated research space, I determined the front of the classroom to be the area with a mirrored window and two carpet squares next to the wall. Next, I gave a reminder of what a verbal cue could sound like (e.g., “When I say or,” or “In a moment,” or “When I give you the signal”) so the participant could relay to a student exactly what behavior is expected before the student acts. I informed the participant that she would be practicing verbal cues, in this particular classroom scenario, and I would be posing as a kindergarten student who needs to walk to and sit down on the carpet at the front of the classroom. I asked the participant to think for approximately 20 seconds about what it may sound like to implement verbal cues in order to get me, a kindergarten student, to walk to and sit down on the carpet at the front of the classroom. I asked the participant, when ready, to practice implementing verbal cues to get me to walk to and sit down on the carpet at the front of the classroom.

Next, each participant in this condition practiced utilizing physical proximity as a means of preventive classroom management. As with verbal cues, I presented the participant with a reminder of what this strategy might look like in order to prevent a student from choosing an undesired or unacceptable behavior. Then, I told the participant that she would be utilizing physical proximity, and I would be posing as a kindergarten student. I asked the participant to think for approximately 20 seconds about what it could look like to use physical proximity in

order to get me, a kindergarten student, to walk to and sit down on the carpet at the front of the classroom. When the participant identified herself as ready, I asked her to practice utilizing physical proximity to get me to walk to and sit down on the carpet at the front of the classroom.

For the third strategy, I presented the participant with a reminder of what modeling correct student may look and sound like in order to show students how an expected behavior, or set of behaviors, should look and sound like before asking a student to act. Next, I informed the participant that she would model correct student behavior while I posed as a kindergarten student. I requested that the participant think for approximately 20 seconds about what it might look like and sound like to model correct student behavior in order to get me, a kindergarten student, to walk to and sit down on the carpet at the front of the classroom. When ready, I asked the participant to practice modeling the correct student behavior to get me to walk to and sit down on the carpet at the front of the classroom. For the next three scenarios (lining up at the door, choosing a partner for an activity, and moving to a new location in the classroom), I replicated the procedures. At the end of the presentation, I thanked the participant for her time and concluded the meeting. (See Appendix F for individual practice research protocol.)

***Demonstration practice condition.*** For this condition, I developed a detailed script describing the three preventive classroom management strategies (verbal cues, physical proximity, modeling correct student behavior). This included how one might apply each strategy, as modeled by myself, within the context of four different early childhood/elementary classroom scenarios (e.g., walking and sitting down on the carpet at the front of the classroom, lining up at the door, choosing a partner for an activity, and moving to a new location in the classroom).

I met with each participant for 20 minutes, one or two days prior to their microteaching session. After greeting the participant, I verbally provided a definition of classroom management and preventive classroom management. I explained the three different preventive classroom

management strategies (verbal cues, physical proximity, modeling correct student behavior) to the participant including specific actions the participant could take in order to implement each of the strategies. Finally, I told each participant that I would model each of the preventive classroom management strategies and present four different early childhood/elementary classroom scenarios whereby the participant would implement the three strategies while I posed as an early childhood or elementary student.

For the first scenario, I gave a reminder of what a verbal cue may sound like (e.g., “When I say or,” or “In a moment,” or “When I give you the signal”) so the participant could relay to a student exactly what behavior is expected before the student acts. I informed the participant that I would be modeling how to implement verbal cues, in a predetermined scenario, and afterward she would be practicing verbal cues, within the context of the same scenario. When I modeled each preventive classroom management strategy, the participant acted as the student, and I posed as the student when the participant practiced each strategy. I showed the participant how to use verbal cues to get her, posing as a kindergarten student, to walk to and sit down on the carpet at the front of the classroom by specifically using phrases such as “When I say go,” or “In a moment,” or “When I give you the signal.” Then, I asked the participant to think for approximately 20 seconds about what it might sound like for her to implement verbal cues to get me, a kindergarten student, to walk to and sit down on the carpet at the front of the classroom. I asked the participant, when ready, to practice implementing verbal cues to get me, a kindergarten student, to walk to and sit down on the carpet at the front of the classroom.

To practice utilizing physical proximity, I gave the participant a reminder of what utilizing physical proximity might look like in order to relay to a student exactly what behavior is expected before the student acts. I informed the participant that I would be modeling how to utilize physical proximity, in a predetermined scenario, so afterward she would practice physical

proximity, within the context of the same scenario. I showed the participant how to use physical proximity to get her, posing as a kindergarten student, to walk to and sit down on the carpet at the front of the classroom by taking two to three steps toward her while giving behavioral instructions. Then, I asked the participant to think for approximately 20 seconds about what it could look like for her to utilize physical proximity to get me, a kindergarten student, to walk to and sit down on the carpet at the front of the classroom. I asked the participant, when ready, to practice utilizing physical proximity to get me, a kindergarten student, to walk to and sit down on the carpet at the front of the classroom.

To practice modeling correct student behavior, I gave the participant a reminder of what this strategy may look like and sound like in order to show students how an expected behavior, or set of behaviors, should look before asking a student to perform this behavior. I informed the participant that I would be representing how to model correct student behavior, in a prescribed scenario, and afterward she would practice modeling correct student behavior within the context of the same scenario. I showed the participant how to model correct student behavior to get her, a kindergarten student, to walk to and sit down on the carpet at the front of the classroom by specifically stating and showing the expected behavior(s). Then, I asked the participant to think for approximately 20 seconds about what it might look like and sound like for her to model correct student behavior to a kindergarten student to walk to and sit down on the carpet at the front of the classroom. I asked the participant, when ready, to practice modeling correct student behavior to get me, a kindergarten student, to walk to and sit down on the carpet at the front of the classroom. (See Appendix G for demonstration practice research protocol.)

**Microteaching sessions.** Microteaching sessions have been identified as positive and beneficial experiences for preservice teachers that offered preservice teachers the opportunity to engage in teaching as reflective practitioners (see Benton-Kupper, 2001; Fernández & Robinson,

2006). After undergoing each treatment condition, to which they had been randomly assigned via random number generator, participants presented three eight-minute microteaching sessions, over the course of the last three months of the semester in the music integration course where peers posed as elementary students. Within each round of microteaching sessions, I randomly assigned participants, via random number generator, to their teaching order within each microteaching session.

***Lesson content.*** The three types of lessons taught by the participants included teaching a musical concept (e.g., melody, rhythm, harmony, or form) through the use of a song or chant, movement, or listening. Each of the participants chose a grade level for each lesson (preschool to fifth grade) and the specific musical concept taught. Participants had the opportunity to teach their peers as the same grade level for each lesson; however, as per the course syllabus, each lesson type required participants to teach their peers a different musical concept.

***Discipline problems.*** During each microteaching session, each participant encountered a discipline problem (see Appendix H). Peers, posing as students during the microteaching sessions, were randomly assigned, via a random number generator, to act out these discipline problems. See Table 2 for random assignment of discipline problems to peers.

Table 2

*Randomization of Discipline Problems across Microteaching Sessions*

Participant	Microteaching 1	Microteaching 2	Microteaching 3
1	Inappropriate face at peer	Hitting neighbor's leg	Interrupting
2	Poking neighbor	Talking across room	Playing with toy
3	Not sitting correctly	Incorrect movements	Whispering to neighbor
4	Talking during instruction	Wandering eyes	Incorrect transition
5	Sitting on neighbor's lap	Turning back to teacher	Interrupting with joke
6	Singing/speaking incorrect words	Hitting neighbor's head	Not standing correctly
7	Interrupting teacher	Talking to group	Reading a book

**Video recording.** I recorded all microteaching sessions with a Zoom Q3 Handy Video Recorder positioned at the back of the classroom, placed on a tripod. I timed each microteaching session using the stopwatch feature on this video recorder. All rounds of microteaching sessions were saved to a .mov format which I transferred to a MacBook Pro laptop for analysis.

**Anecdotal data.** Throughout the study, I kept a written record, in Google Docs, of anecdotal data gathered from individual treatment condition meetings, interactions with participants during regularly scheduled class meetings, written assignments, microteaching self-evaluations, formal lesson plans, and end-of-course evaluations.

**End of study reflection.** Informed by the results of the pilot study, I developed an end-of-study reflection for the main study. Each participant completed this reflection during the first five minutes of a scheduled final exam time following the final week of class. Prior to completing the questions, I asked each participant if she was comfortable submitting responses in

my presence, and each participant agreed to completing the questions during this time.

Participants completed five open-ended questions, via Google Forms, to gather data regarding their perspectives, both positive and negative, about the study experience (see Appendix I).

### **Inter-Rater Reliability**

After completing data collection, a second reviewer, who had previous experience in rating data from the pilot study, assisted with the data analysis for this study. Approximately two weeks after the end of the semester, I provided her with the procedure to analyze each participant's microteaching sessions including definitions of verbal cues, physical proximity, and modeling correct student behavior. I also established that we would watch the videos without pausing or rewinding. In a Google Sheet, she and I independently tallied the individual instances of verbal cues, uses of physical proximity, and modeling of correct student behavior and summed those for a total number of observed behaviors. In order to provide an internal check, after the first viewing of all rounds, we both waited at least two days and then watched each of the three rounds again, following the same procedure. I shared the microteaching videos through a secured Google Drive folder. This process took approximately two weeks to complete. I calculated inter-rater reliability for both viewings by dividing the number of agreements by the total number of agreements plus disagreements. For the first viewing, inter-rater reliability was .81; for the second viewing .90.

### **Data Analysis**

**Initial survey.** The data analyzed were from the initial survey which gathered both demographic and Likert-type data. I inserted the data into SPSS 25.0, a statistical software package, and utilized descriptive statistics such as means standard deviations, and percentages. Table 3 details the type of analysis in relation to the survey questions.



Table 3

*Initial Survey Data Analysis*

Demographics or Research Question	Survey Questions	Statistics Category	Analysis
Demographics	Part 1: Questions 1-4	Descriptive	Means, Standard deviations
Prior teaching experience	Part 1: Question 5	Descriptive	Means, Standard deviations, Percentage
CM: Coursework	Part 2: Questions 1-3	Descriptive	Means, Standard deviations, Percentage
CM: Importance	Part 2: Question 4	Descriptive	Means, Standard deviations, Percentage
CM: Training	Part 2: Question 5	Descriptive	Means, Standard deviations, Percentage
CM: Strategies	Part 2: Question 6	Descriptive	Means, Standard deviations, Percentage

*Note:* CM = Classroom management

**Microteaching sessions.** In SPSS I entered the observed preventive behaviors for each microteaching session and a total observed number of observed strategies. Next, I applied descriptive statistics (means, standard deviations) with regard to the length of time the participants utilized within microteaching session and for each of the preventive strategies (verbal cues, physical proximity, modeling correct behavior) within each microteaching session. I employed linear mixed modeling to analyze the three main effects (treatment condition, lesson type, and microteaching round) and post-hoc categorical comparisons. My interest did not extend beyond the three conditions for preventive classroom management (lecture, individual practice, demonstration practice) and the three types of lessons taught (song/chant, listening, movement). Therefore, I analyzed these two variables as fixed effects. The seven participants could be

assigned only one set of three different combinations from among the several possibilities and thus were analyzed as a random effect.

**Open-ended responses and anecdotal data.** To analyze participants' comments from the open-ended questions included in the end of study reflection, I read responses, several times across multiple weeks, and utilized open coding to consider various aspects of participants' responses (Gibbs, 2007). In addition, I applied analytic induction to identify common themes (Glesne & Peshkin, 1992) to present data in a compelling manner. I also utilized the anecdotal data to either support and/or refute the data gathered from the open-ended responses.

### **Delimitations of the Study**

I conducted the study within the confines of this Midwestern university and music integration course due to my familiarity and experience teaching the course from previous years. Participants were targeted because of their respective placements in the professional education programs and for the sake of convenience. Data collection occurred within the last several weeks of the semester to allow for adequate instruction including modeling of teaching, facilitating class discussions, and developing a sense of comfort before microteaching teaching sessions began. I chose three microteaching sessions due to the timeframe imposed by the academic semester calendar, and amount of time for each teaching session with consideration to the number of teachers and appropriateness for and early childhood or elementary lessons.

I chose to set the alpha level of this investigation at .15, a choice made for two distinct reasons. The first considered the underpinnings of the treatment conditions. All three treatment conditions were based on learning styles one might find in a teacher preparation course; however, these specific conditions currently have no theoretical background to provide the power of their effectiveness. The other reason included the small size of the sample. I chose the more relaxed alpha level as an attempt to minimize Type II error.

## Chapter Four

### Results

The purpose of the main study was to investigate the effect of instruction differentiation in preventive classroom management strategies on early childhood and elementary preservice teachers' selected behaviors during assigned classroom teaching of music instruction to peers. This chapter presents the results according to the research questions posed for this investigation.

***Research Question 1: By means of a survey distributed to participants prior to the study, what is the extent to which participants view the importance of classroom management and have experience with classroom management content as a part of their degree program?***

The majority of participants had some prior experience in a classroom setting (see Figure 1). Prior teaching experience consisted of any instance(s) of working with students, either in an early childhood or elementary classroom, such as practicum, volunteer, or paid experience.

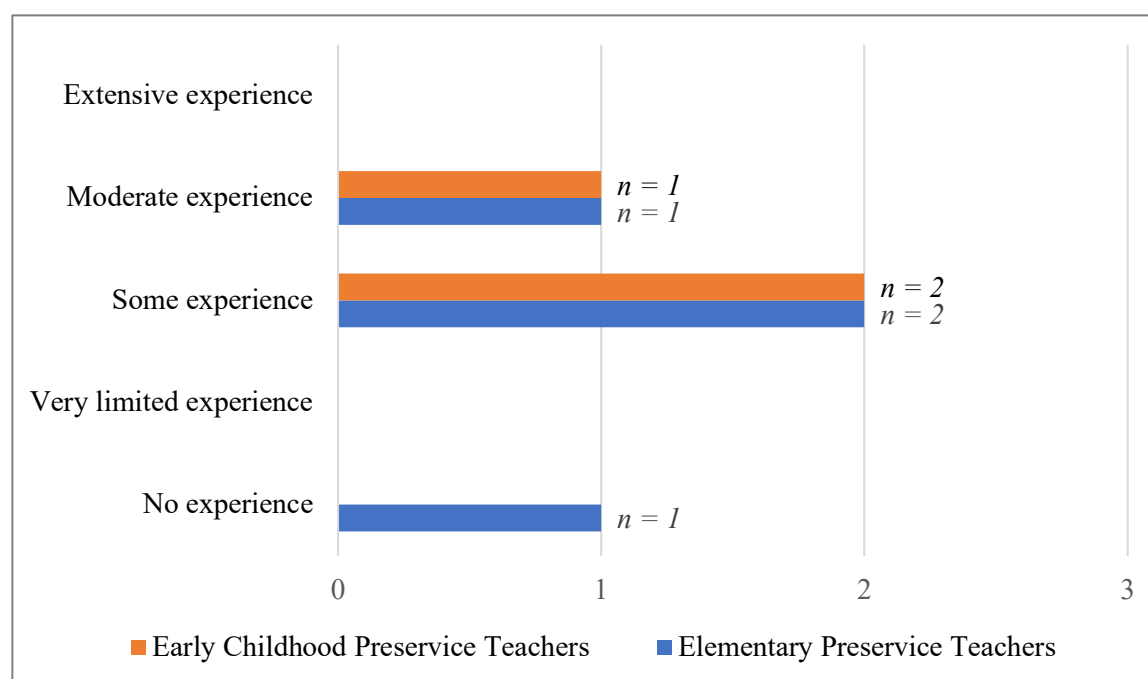


Figure 1. Prior teaching experience in an early childhood or elementary classroom

The participants were divided as to their completion of one or more courses that included classroom management as part of their degree programs. Those who responded “No” ( $n = 4$ ; 57%) were all of the participants in the elementary education program and “Yes” ( $n = 3$ ; 43%) consisted of all participants in unified early childhood. Of the participants who responded “Yes,” two (29%) completed one course that incorporated classroom management while the remaining participants ( $n = 1$ ; 71%) completed three or more courses containing classroom management. These courses were provided within the School of Education at the Midwestern university. Participants viewed classroom management as important; however, they seemed less assured of how well prior coursework had trained them to implement classroom management strategies (see Figures 2 and 3). Participants also responded with regard to the extent to which their respective programs’ coursework addressed classroom management strategies (see Figure 4).

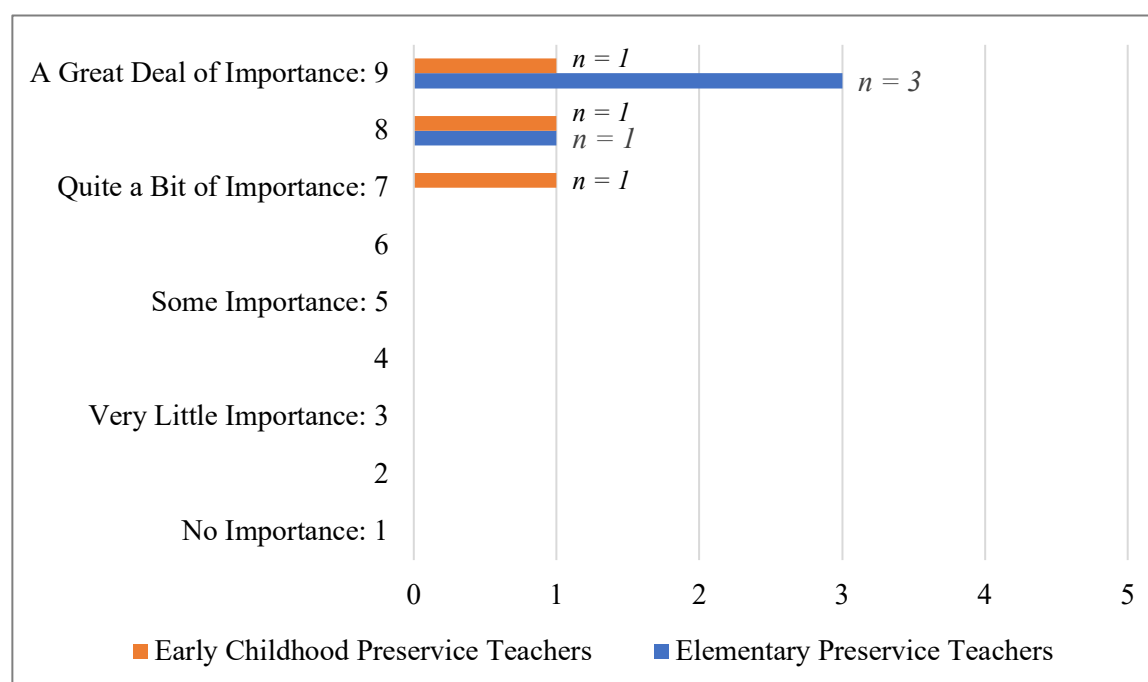


Figure 2. Importance of classroom management

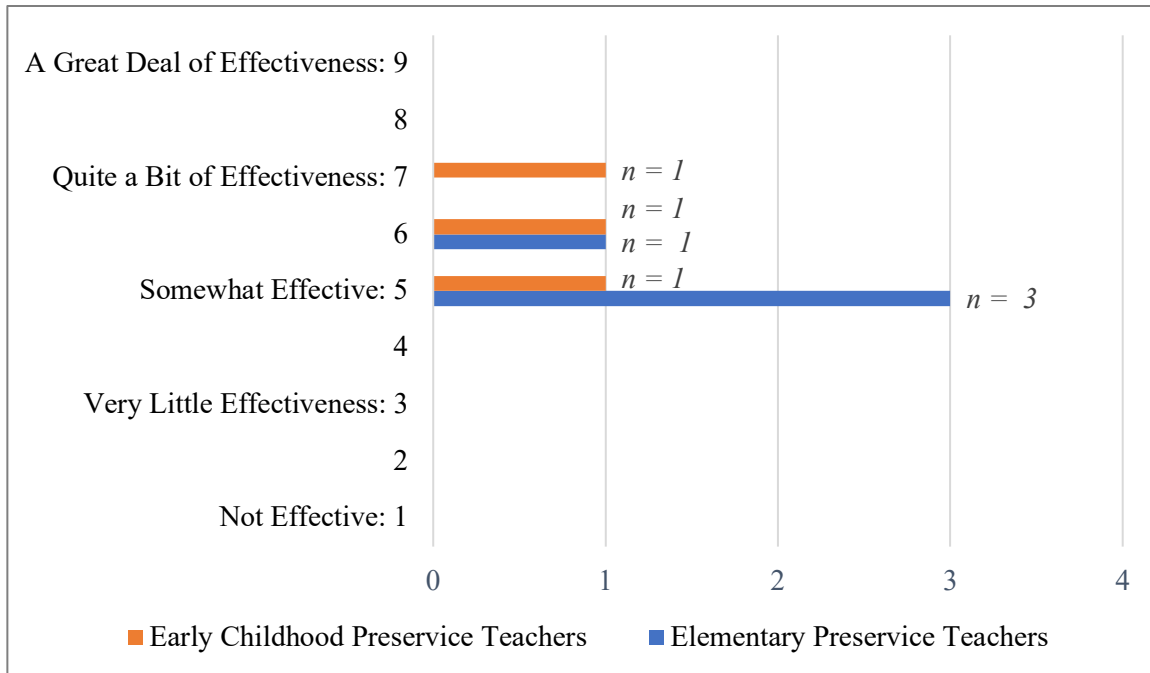


Figure 3. Effectiveness of coursework to implement classroom management strategies

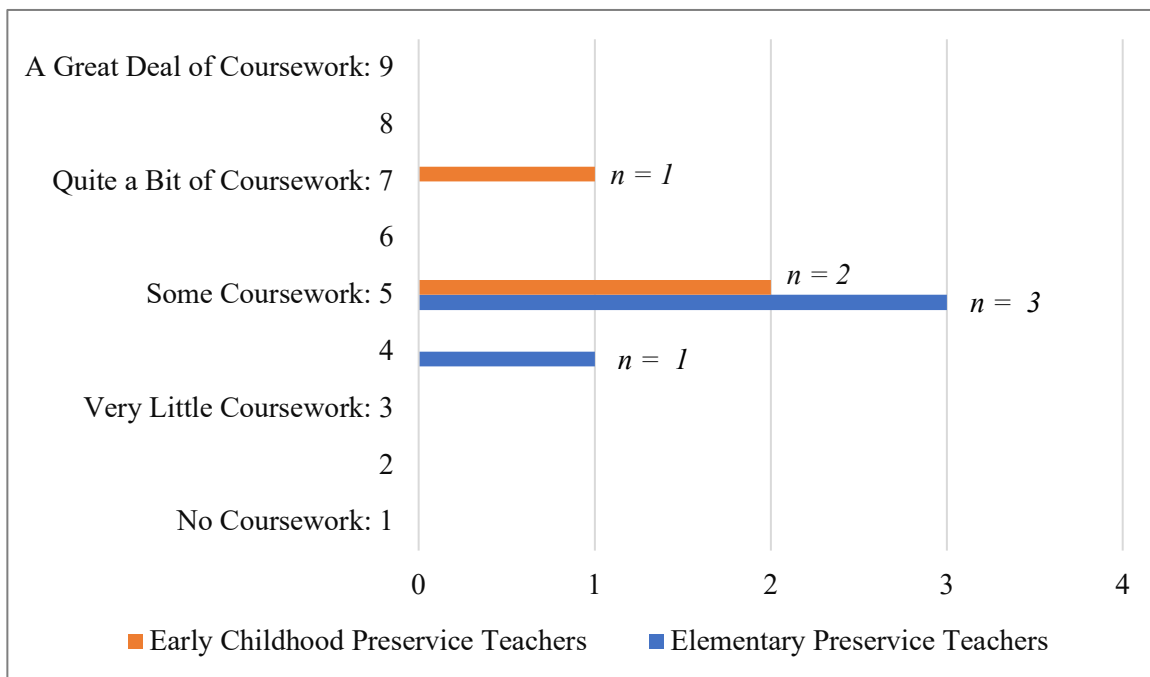


Figure 4. Extent to which coursework incorporated classroom management strategies

In summary, findings indicated that the majority of the participants had some previous experience in a classroom setting. Unlike those in the early childhood education program, participants in elementary education appeared to have not completed previous courses which included classroom management. Participants shared that classroom management was important for the early childhood and elementary classroom, but they did not appear to feel assured of their preparation as a result of their coursework in their respective degree programs. Additionally, less than half had some coursework that addressed particular classroom management strategies prior to their enrollment in the music integration course.

***Research Question 2: Are there differences among the three conditions of instruction differentiation in the number of selected teacher behaviors observed?*** Results showed no significant main effect for treatment condition  $F(2, 21) = .62, p = .55$ . See Figure 5 for total observed preventive strategies for each condition. In terms of total observed preventive strategies across all treatment conditions, the participants modeled correct student behavior most often, followed closely by verbal cues. See Table 4 for means and standard deviations of total observed strategies.

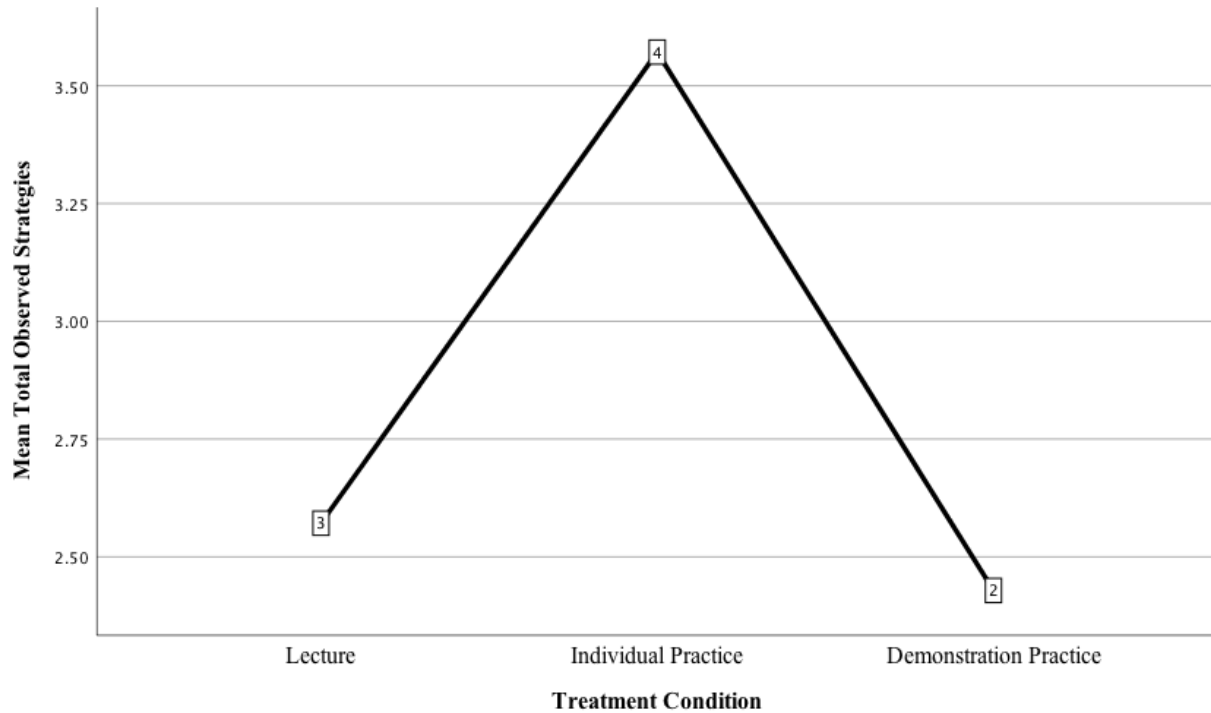


Figure 5. Mean observed preventive strategies per treatment condition

Table 4

*Means and Standard Deviations for Total Observed Preventive Strategies*

Preventive Strategy	<i>M</i>	<i>SD</i>
Verbal cues	4.14	3.24
Physical proximity	.29	.76
Modeling correct behavior	5.86	1.86
Total observed strategies	10.29	3.99

**Research Question 3: Are there differences among the three types of lessons in the number of selected teacher behaviors observed?** Results showed a statistically significant main effect for lesson type,  $F(2, 21) = 2.16, p = .14$ . The mean for listening lesson was the highest; see

Figure 6 for mean total observed preventive strategies across each lesson type. The participants taught the concept of rhythm most frequently and no participant selected a level beyond third grade. See Table 5 for grade levels and concepts within each microteaching session.

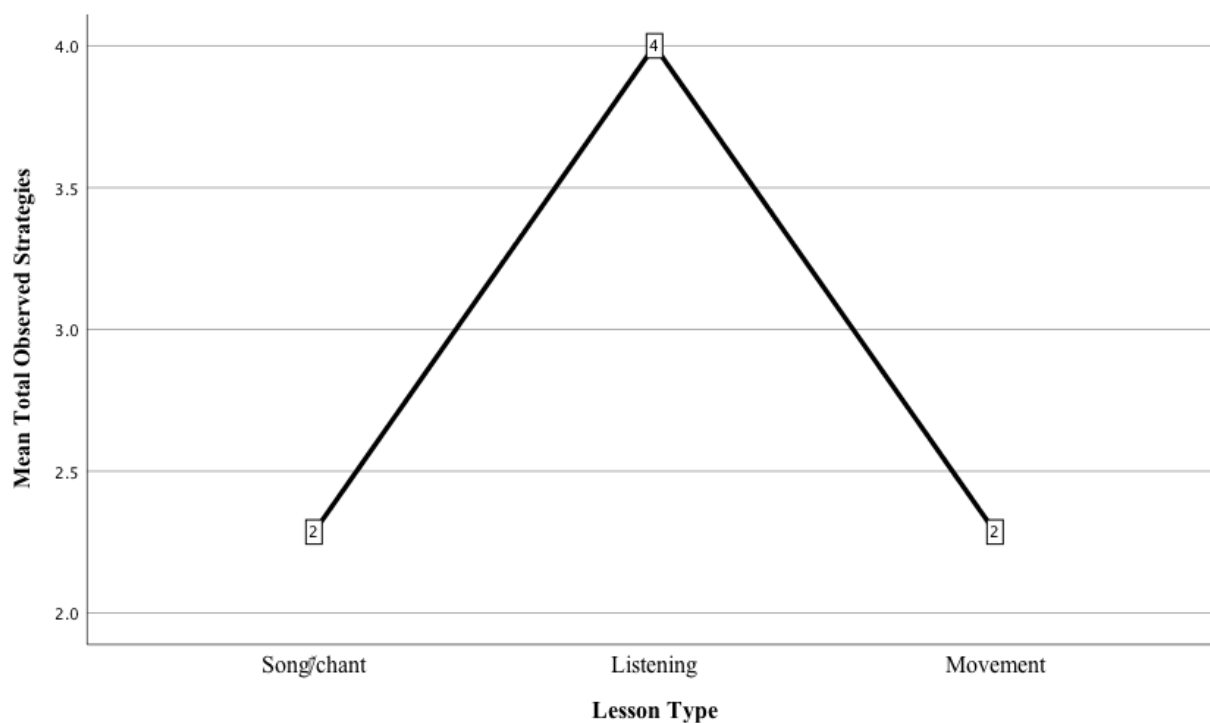


Figure 6. Mean observed preventive strategies per lesson type



Table 5

*Grade Level and Concept Taught for each Microteaching Session*

Participant	Microteaching 1			Microteaching 2			Microteaching 3		
	Grade	Concept	Lesson	Grade	Concept	Lesson	Grade	Concept	Lesson
1	K	R	L	2 <sup>nd</sup>	F	Mvt	3 <sup>rd</sup>	R	SC
2	1 <sup>st</sup>	M	SC	K	H	L	PreK	M	Mvt
3	PreK	R	Mvt	K	M	SC	PreK	R	L
4	K	R	SC	2 <sup>nd</sup>	R	Mvt	K	R	L
5	PreK	M	Mvt	K	R	L	1 <sup>st</sup>	F	SC
6	K	M	L	1 <sup>st</sup>	R	SC	K	R	Mvt
7	2 <sup>nd</sup>	R	L	3 <sup>rd</sup>	F	Mvt	K	F	SC

*Note:* PreK = Preschool; K = Kindergarten; R = Rhythm; M = Melody; H = Harmony; F = Form; L = Listening lesson; Mvt = Movement lesson; SC = Song/chant lesson

***Post-hoc Research Question: Are there differences between the three categories of song/chant, listening, and movement lessons in the number of selected teacher behaviors observed?*** Because there were three categories, the analysis required the creation of two categorical dummy variables with “movement” as a reference category. Results of a categorical comparison showed that song/chant versus movement was not statistically significant, parameter estimate = -.19,  $t(21) = -.22$ ,  $p = .83$ . For the other categorical comparison, results revealed that the coefficient for listening versus movement was statistically significant, parameter estimate = 1.41,  $t(21) = 1.68$ ,  $p = .11$ .

The means were equal for movement and listening lessons in the third microteaching session, but the mean for song/chant was only slightly lower. See Figure 7 for mean total observed preventive strategies across lesson type and treatment condition and Figure 8 for mean total observed preventive strategies per lesson type and microteaching session.

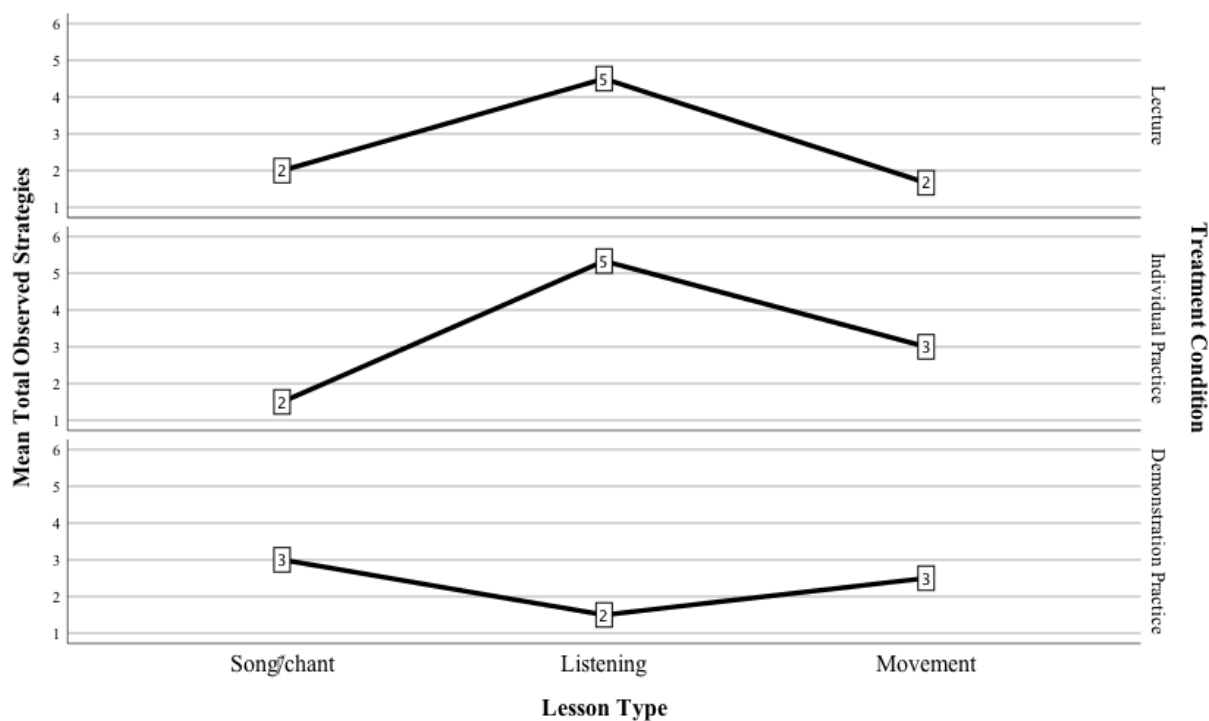


Figure 7. Mean observed strategies across lesson type and treatment condition

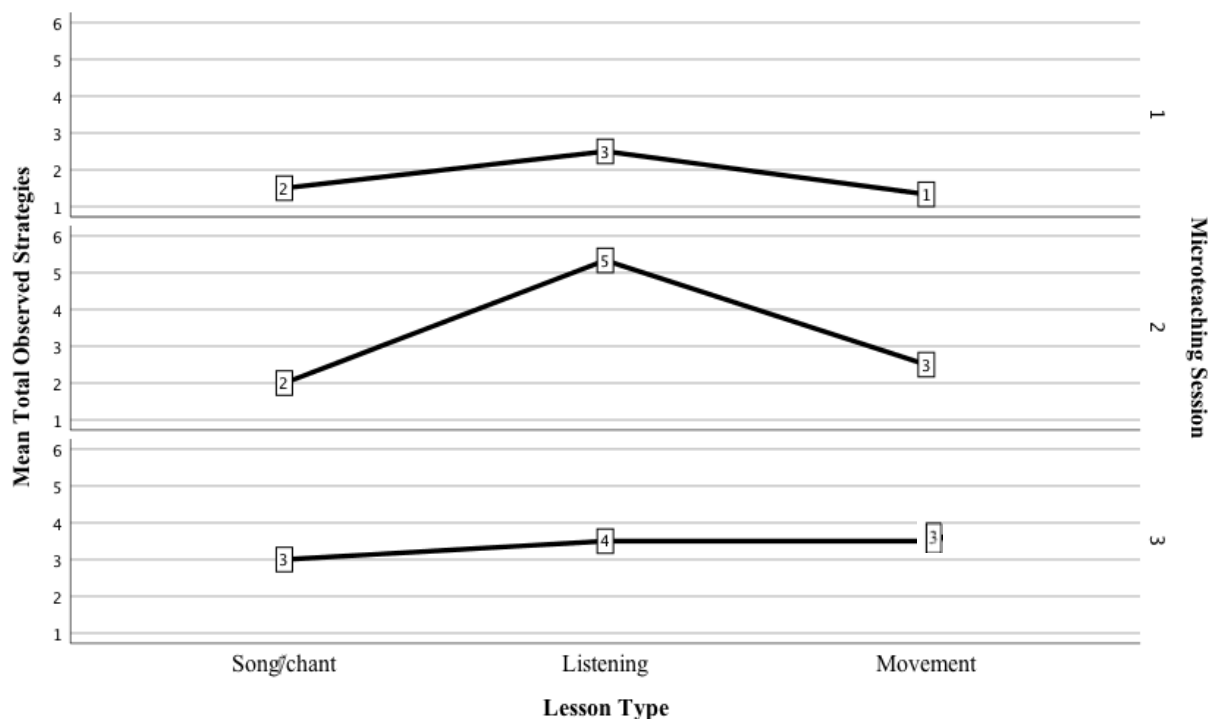


Figure 8. Mean observed strategies across lesson type and microteaching session

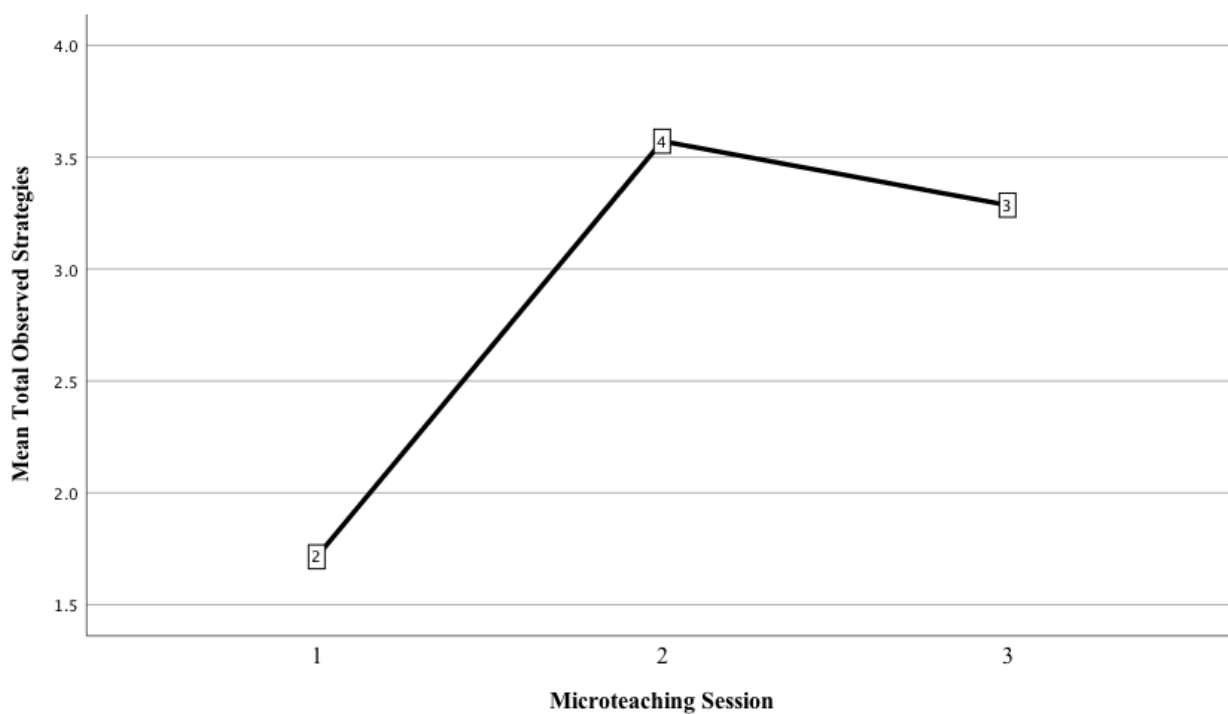
**Research Question 4: Are there differences among the three microteaching sessions in the number of selected teacher behaviors observed?** Results showed a statistically significant main effect for microteaching session,  $F(2, 21) = 2.47, p = .11$ . Descriptive statistics indicated the mean of the first round of teaching was 5.08 minutes, the second round of teaching was 7.21 minutes, and the third round of teaching was 7.20 minutes.

The mean for modeling correct student behavior decreased from microteaching session two to three, and the mean for verbal cues increased from microteaching session two to three. See Table 6 for means and standard deviations for specific observed preventive strategies across each microteaching session. Overall, participants utilized the most preventive strategies in microteaching session two. See Figure 9 for mean total observed preventive strategies implemented in each microteaching session.

Table 6

*Means and Standard Deviations for Observed Strategies Across Microteaching Session*

	Microteaching 1		Microteaching 2		Microteaching 3	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Verbal cues	0.86	1.22	1.57	1.81	1.71	1.38
Physical proximity	0.00	0.00	0.14	0.38	0.14	0.38
Modeling behavior	1.14	0.38	2.43	1.51	2.29	1.60



*Figure 9. Mean observed preventive strategies per microteaching session*

***Post-hoc Research Question: Are there differences between the three microteaching sessions in the number of selected teacher behaviors observed?*** Because there were three categories, the analysis required the creation of two categorical dummy variables with “microteaching session three” as a reference category. Results of a categorical comparison indicated that microteaching session one versus microteaching session three was statistically significant, parameter estimate = -1.65,  $t(21) = -1.97$ ,  $p = .06$ . For the other categorical comparison, the results revealed that the coefficient for microteaching session two versus microteaching session three was not statistically significant, parameter estimate = -.74,  $t(21) = -.09$ ,  $p = .93$ .

Participants who experienced the individual practice condition prior to the second microteaching session appeared to utilize the highest number of preventive strategies. See Figure 10 for mean total observed preventive strategies across microteaching session and treatment condition and Table 7 for means and standard deviations for each participant by microteaching session, lesson type, and treatment condition.

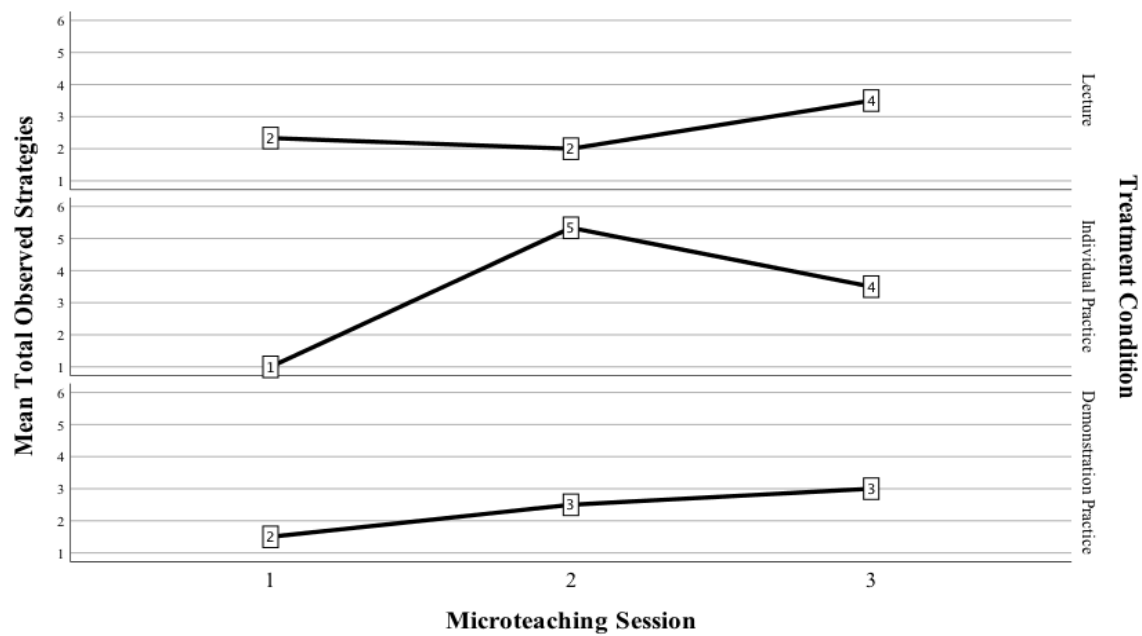


Figure 10. Mean observed strategies per microteaching session and treatment condition

Table 7

*Means and Standard Deviations for Microteaching Session, Lesson Type, and Treatment Condition*

Participant	Microteaching Session	Lesson Type	Treatment Condition	<i>M</i>	<i>SD</i>
1	1	Movement	Lecture	2.00	.
	2	Listening	Individual Practice	5.00	.
	3	Song/chant	Demonstration Practice	4.00	.
	Total			3.67	1.53
2	1	Song/chant	Individual Practice	1.00	.
	2	Movement	Demonstration Practice	1.00	.
	3	Listening	Lecture	5.00	.
	Total			2.33	2.31
3	1	Listening	Demonstration Practice	1.00	.
	2	Song/chant	Lecture	2.00	.
	3	Movement	Individual Practice	5.00	.
	Total			2.67	2.08
4	1	Song/chant	Demonstration Practice	2.00	.
	2	Listening	Individual Practice	9.00	.
	3	Movement	Lecture	2.00	.
	Total			4.33	4.04
5	1	Listening	Lecture	4.00	.
	2	Movement	Demonstration Practice	4.00	.
	3	Song/chant	Individual Practice	2.00	.
	Total			3.33	1.16
6	1	Movement	Individual Practice	1.00	.
	2	Song/chant	Lecture	2.00	.
	3	Listening	Demonstration Practice	2.00	.
	Total			1.67	.58
7	1	Movement	Lecture	1.00	.
	2	Listening	Individual Practice	2.00	.
	3	Song/chant	Demonstration Practice	3.00	.
	Total			2.00	1.00

Primary findings revealed no significant main effect for treatment condition; however, there were significant main effects for lesson type and microteaching session. The participants utilized longer teaching time in the second and third microteaching sessions. Overall, participants implemented the strategy of modeling correct student behavior most often, occurring in the second microteaching session. As for lesson type, listening was significantly higher as compared to movement; however, song/chant was not significantly different. As for microteaching session, one was significantly lower than three.

***Research Question 5: What anecdotal evidence is associated with the observed teacher behaviors in terms of their preventive classroom management in assigned microteaching sessions?*** Throughout the course of this investigation, the participants made several comments, both prompted and unprompted, with respect to the benefits of learning about classroom management. In particular, after one participant completed the first treatment condition, she said: “This is the first time I’ve had a professor talk about classroom management. You wouldn’t think that music class is where that would happen.” Similarly, on a class assignment, another participant noted: “The most beneficial learning for me in this class would have to be classroom management skills. I think that it is very important for a teacher to have great classroom management skills to become an effective teacher.” Along the same lines, a different participant wrote, on an online discussion board assignment, “Going into this class, I did not expect to learn important information that would be beneficial for my future classroom. I was wrong. I believe that the biggest take away so far is classroom management.”

After the second treatment condition, a participant remarked that the strategies presented in each meeting seemed useful. Prior to the third microteaching session, another participant said:



I can't believe how useful all of this information has been. I've seen a huge difference in Boys and Girls Club, and this has been so helpful. I've learned so much about classroom management, and it's cool to see it actually working.

In addition, on a course evaluation, one participant wrote:

This course not only pushed me and helped me get experience in teaching and writing lesson plans, but it also taught me so much about classroom management and the little behaviors and actions that we as teachers convey that can help us in the classroom.

Comparable to the benefits of learning about classroom management, the participants often commented on the transferability of the preventive strategies presented in each treatment condition. In a Padlet assignment, between microteaching session one and two, a participant wrote:

The most beneficial thing I have learned this semester is how to manage the classroom. Even in the short amount of time in the class, I have seen myself grow through my work at Boys and Girls Club. I have developed better classroom and behavior management tactics. Sometimes it can be so hard to handle the behavior problems within a classroom.

For the second and third microteaching sessions, one participant integrated verbal cues into the formal lesson plans she submitted prior to the peer teachings. See Figures 11 and 12 for excerpts from the lesson plans.

**2. Objective #2:** Now **when I say go**, I am going to have each of you stand up and with your voices off and your hands to your sides, I am going to have each of you find your polka-dot-spots. You should be an arm's length away from your other friends. Thumbs up if you are ready. *Wait for their thumbs to go up.* Alright, go. *Wait for them to find their spots.* Perfect! Now we are going to move to two different songs. I am going to switch between two songs. When I play the fast song, I want you to move like you think a squirrel would move. And when I play a slow song, I want you to move like you think a turtle would move. I am going to switch between the two songs a couple of times, so that you can show me the difference between a fast and a slow movement.

**Demonstration Check:** And now I want you each to look find the person closest to you, and they are going to be your partner. **When I say go**, I want you to walk to each other, and stand next to each other. Once you are standing next to each other, I am going to play pieces from the songs one last time, and I want you and your partner to come up with movements that you can do together for slow beats and fast beats. First, I will play the first song, I will give you six seconds to come up with your movement for the slow beat. *Count to six seconds.* When the song plays, I want you to show me the movement you and your partner came up with. *Play song for 6 seconds.* Fantastic. *Point out anything that you really liked.* Now I am going to give you six seconds to decide what you are going to do for your fast movement, and then play the fast song, when the song starts playing, I want you to show me what you came up with. *Count to six seconds and then play the song for six seconds.*

*Figure 11.* Verbal cues in the second microteaching session formal lesson plan

- a. **In a minute**, I am going to play a tune on the piano, and I want you to give me a thumbs up when you hear the tune change  
Now I am going to play a song. When you hear the beginning of the song, I am going to have you wave your hands in the air above your head. When the music changes, I want you to march in place. I will play the song a couple of times, the first time I will do the actions with you, and then I am going to watch to see if you can figure out when the song changes.
- b. **When I say "go,"** I want you to quietly stand up and find polka dot spots where you are not touching your neighbors.
- c. *Play the song at 43 seconds*
- d. *Wave hands in air and then switch to marching in place when the music changes*
- e. **In a second**, I am going to have you all show me where the song changes by switching from swaying your hands in the air to marching in place.
- f. *Play the song at 43 seconds*
- g. *Watch students, take notice of specific things students do well*

**Closure and Assessment:** **In a moment**, I want you to walk quietly to the person closest to you and stand next to them, they will be your partner for our last activity. I want you to decide with your partner a dance move that you are going to do together when you hear the music change to the different part. You can hold hands and swing your hands, or you could have one girl twirling under the other girl's arm. I will give you five seconds and then I will play the song. *Count to five seconds and then play song at 45.*

Figure 12. Verbal cues in the third microteaching session formal lesson plan

Several commented on the opportunity to teach their peers as part of the music integration course. In particular, one participant shared her excitement, after completing the lecture condition, for her listening lesson the next day because it would be the first opportunity of this type at the university. Similarly, two of the participants articulated, in their treatment conditions before the second microteaching session, that they were eager to present their next lessons and expected them to "go better" because they now had context and experience. Upon reflecting on the second microteaching session, all of the participants expressed pride pertaining to timing of their lessons, content, and pacing of instruction. At the conclusion of the third microteaching session, one noted that she appreciated the opportunity to instruct her peers because, though nerve-racking, this experience helped her feel more prepared as a future educator.

Though the participants appeared to value and appreciate the opportunity to teach within this music integration course, several expressed anxieties with respect to teaching their peers. After completing the demonstration practice condition, one participant mentioned, “[the] only lesson I’ve ever taught is to third graders about mealworms. I’m not sure how to teach my peers.” During the first microteaching session, a different participant expressed nervousness about instructing her peers before she started the lesson and, upon completion, stated: “I didn’t throw up.” Another participant made a similar remark in that she “did not mess anything up” during the first microteaching session. In a self-evaluation after the first microteaching session, a participant commented: “I rushed things a lot because I was scared of running out of time and my nerves took over.” Furthermore, prior to and during the first microteaching session, several of the participants were visibly shaking, audibly sighing, and making several comments to their peers about their fear of teaching in class. Throughout the third microteaching session, many participants referenced feeling overwhelmed as various projects, papers, and assignments culminated at this time in the semester.

***Research Question 6: What perspectives do preservice early childhood and elementary teachers have regarding their experiences in learning and implementing preventive classroom management strategies?*** With respect to participants’ experience in this research study, the responses were positive. Overall, the participants appeared to agree that their participation in this research study provided valuable and practical experience with classroom management. Two participants shared their appreciation of the one-on-one attention from the researcher while another mentioned the study experience created a feeling of community in the collegiate classroom. One participant, however, believed that two of the treatment conditions were repetitive.

The range of comments seemed to center around two predominant themes: benefits of practicing classroom management strategies and transferability of classroom management strategies. Regarding the first theme, several statements referred to the benefits of practicing classroom management strategies. As one participant stated, “I believe this practice was so beneficial because I was able to walk out with practice instructing my students preventatively for multiple situations.” Another agreed, explaining that she “enjoyed being able to act out the [preventive] strategies.” A different participant seemed to glean the most value from the modeling aspect:

Being able to observe the classroom management strategies as they were modeled by Professor Potter was very useful. Being able to practice modeling those strategies myself was also very helpful to understanding how to address behavior problems or how to prevent them.

Within this theme, one pattern that emerged focused on how participants gained general knowledge about classroom management. Comments ranged from: “I really enjoyed learning about different ways we can manage the classroom” to “It gave [me] a great insight to get a better understanding of classroom management.” In particular, one participant seemed to appreciate the entirety of the study experience:

We learned a lot about classroom management throughout the semester but also in our meetings [treatment conditions]. In these meetings, we acted as students and thought of different ways to be effective and transparent so that every student knows exactly what to do when directions are given.

Another pattern that surfaced pertained to participants’ anxiety about working with classroom management strategies. Comments ranged from, “I sometimes felt very overwhelmed,” to “I was a little nervous going in because I had no idea what to do, but each time

it became easier.” Though nerves may have played a role, all of the participants seemed to obtain practical and valuable knowledge about classroom management from their participation in the study.

With respect to the second theme of transferability, the participants appeared to find the opportunities to implement classroom management strategies as favorable. As one participant wrote, “[They were] all [strategies] really useable and helpful,” while another mentioned, “I don’t think there was anything that I could not apply.” The participants were in agreement that they could envision how to integrate these preventive classroom management skills into their teaching in multiple settings.

A pattern that emerged within this theme included the application of specific classroom management strategies within the music integration course. Specifically, a participant noted that the “material was useful while planning lessons for this course and handling the behavior problem, but mostly in constructing a plan that would help avoid behavior problems in the first place.” Other comments ranged from: “[The strategies were] useful during our three lesson presentations [microteaching sessions]” to “It was usable within the class because we could demonstrate them [preventive strategies] throughout our teaching lessons and they were demonstrated during portions of the meetings.” These remarks might suggest that participants found value in putting into action such definite classroom management techniques within a teacher preparation course.

Another pattern that developed from this theme focused on the utilization of classroom management strategies to participants’ practicum experiences. As one participant mentioned, “This semester I was working with a kindergartner, and I was able to apply some of these techniques (modeling, in particular) to help manage behavior.” Further comments ranged from: “The classroom management aspect was probably the most applicable to my practicum” to “[It]

helped me in ensuring that my students knew what my expectations were.” Comments indicated that the participants took these specific preventive classroom management strategies and readily integrated them into various field experiences.

A third pattern involved participants’ transfer of preventive classroom management strategies to classroom experiences outside of their teacher preparation programs. Specifically, one participant reflected, “I think that this material was very useful in several settings. I was able to apply some of the techniques (verbal cues, in particular) with the children at the daycare I work at.” Additional comments ranged from: “I have used all three ways to manage behaviors in my work and they have all had positive responses” to “This gave me a lot of tips to help manage my classroom that I could transfer over to Boys and Girls Club and use there.” Participants clearly applied classroom management strategies to settings outside of the music integration course.

The last pattern highlighted that participants appeared to see the value in transferring these skills to future educational settings. As a participant noted: “I think that it [the study experience] was very useful and will help make me into an effective teacher in the future [*sic*].” Another stated, “Having the opportunity to give my own examples [classroom management] made me get a better general idea of how to use them within my own classroom.” Focusing on the future, the participants seemed to be contemplating the usefulness of the learned preventive classroom management strategies for their forthcoming classrooms.

In summary, anecdotal and open-ended responses suggested that participants benefited from the study by gaining teaching experience, learning about, and practicing classroom management strategies. Participants also noticed that these particular strategies were easily transferrable to their current practicum experiences and positions working with children. Though the response to the study was unanimously positive, the participants did express anxiety with

respect to teaching, in general, and instructing their peers; however, this discomfort appeared to dissipate across the three microteaching sessions.



## **Chapter Five**

### **Discussion**

This research builds on a pilot study that assessed early childhood and elementary preservice teachers' selected behaviors as a result of differing instruction in classroom management. To this date, the pilot and main studies appear to be the first to utilize instruction differentiation in preventive classroom management strategies for preservice teachers to implement in microteaching sessions within the context of a music integration course. As such, these two studies constitute a new line of investigations that could serve as points of departure for future inquiries.

The pilot and main studies were conducted with the goal of connecting research in early childhood, elementary, and music education that examined specific aspects of classroom management. They also served as the groundwork for further work that could investigate potential associations among preventive classroom management, music integration, and music education. The findings of the pilot and main studies warrant consideration by those who might have an investment in these areas and by early childhood, elementary, and music education university instructors interested in the effect of varied instruction in preventive classroom management and preservice teachers' observed behaviors within a teacher preparation course.

The purpose of the main study was to investigate the effect of instruction differentiation in the number of observed behaviors of early childhood and elementary preservice teachers in a music integration course. The findings revealed (a) that few participants had completed one or more courses in classroom management within their teacher preparation program, viewed classroom management as an important aspect of teaching, and felt somewhat prepared for classroom management as a result of that coursework; (b) no significant main effect for instruction differentiation, while there were significant main effects for lesson type and

microteaching session; (c) no significant differences between lecture instruction, individual practice, and demonstration practice; (d) a statistically significant difference between listening and movement lessons; (e) a statistically significant difference between microteaching session one and three; and (f) the participants found the study to provide beneficial, hands-on experience practicing classroom management strategies which could be transferred to current and future teaching experiences.

The findings of the main study were bound to the seven participants in the early childhood and elementary education degree programs, at the Midwestern university, enrolled in the music integration course. In addition, the goals for the course and the academic calendar established by the university affected timing of the data collection. The results of the pilot study largely influenced the methodology and procedures established for the main study such as the Graeco-Latin square, random discipline problems, and multiple microteaching sessions. Subsequent studies might address variations and trends among larger groups of early childhood, elementary, and music education preservice teachers, and may also assist in gathering more evidence which could confirm or refute the findings of the pilot and main studies.

In order to explore potential meanings of these data, the following discussion employs lenses afforded by the research questions, which constituted (a) preservice teacher preparation, (b) instruction differentiation, (c) music integration, (d) microteaching sessions, and (e) preventive classroom management strategies. Limitations of the study, implications, and suggestions for future research in early childhood, elementary, and music education are also discussed.

### **Limitations**

The principal limitation of this study was the small number of participants, due to the enrollment in the course, all of whom were also female. The participants from this investigation

were from one Midwestern university, and examining other institutions was beyond its scope. Additionally, the researcher had no advanced knowledge of the participants' background with classroom management, experience teaching outside of the teacher preparation program, familiarity with or involvement in musical activities, or progress within the professional degree programs. A third limitation was the fact that the class meetings were scheduled by the university, which allowed for one two-hour class per week. Given the limitations of this investigation, the reader might be cautioned about generalizing the study's results.

### **Preservice Teacher Preparation**

One aspect of this investigation examined participants' perspectives of and experience with classroom management within their respective professional degree programs. In the literature, studies reported that preservice teachers did not feel adequately prepared for classroom management as a result of completing a teacher preparation program (e.g., Christopherson & Sullivan, 2015; Weinstein, 1998). Although the majority of research occurred within the broad field of education, these studies did not explore classroom management within the context of an arts integration course. Potentially bridging a gap in the literature, this study captured data regarding participants' prior knowledge of classroom management before concerted instruction in specific strategies within a music integration course.

**Classroom experience.** Findings indicated that participants had some prior teaching experience (see Figure 1), which may suggest they entered the music integration course with differing perspectives of how and when to implement certain classroom management strategies in a classroom setting. Because no preservice teacher enters teacher preparation courses with an identical background in teaching, one might posit that guided in-class experiences with classroom management could be beneficial to their growth as effective teachers and managers. Comparably, other investigators concluded that preservice teachers needed more opportunities to

hone their classroom management skills as part of their teacher preparation coursework to gain valuable practice in teaching (Hedden, 2015; Kelly, 2000). A subsequent study might examine the degree to which preservice teachers apply classroom management strategies in classrooms outside of their teacher preparation programs, perhaps in preschools, day care settings, before- and after-school clubs, and those affiliated with religious organizations.

**Importance of classroom management.** Participants assigned a great deal of importance to classroom management (Figure 2), which may imply that its inclusion could be critical to teacher preparation coursework. Other studies focused on the amount or type of content related to classroom management within teacher preparation program coursework (Flower et al., 2017; Greenberg et al., 2013). Perhaps the participants placed high importance on classroom management due to their engagement with children outside of the music integration course, making its study a priority. They may also recognize that student teaching will occur soon and may want to be prepared for the rigors of the classroom. Given the emphasis placed upon it by the participants, a future study might investigate the extent to which preservice teachers value coursework related to classroom management in order to better establish material that best equips them for their future classrooms.

**Classroom management coursework.** Most participants appeared to have some exposure to classroom management in their prior coursework. Similar to the findings of the pilot study, several participants also expressed that the music integration course was the first to address classroom management, to this degree, in their respective degree programs. These findings might suggest that the participants felt less assured of their preparation for teaching and managing behavior. Similarly, Freeman et al. (2014) concluded that preservice teachers may not be adequately prepared to manage student behavior upon completing a teacher preparation program due to the absence of classroom management content in coursework. An interpretation

for this study might be that the participants were teaching in a class aimed at equipping them for the realities of their future classrooms, beyond their initial intentions of teaching language arts, math, and science. Further research could explore the potential relationship between preservice teachers' sense of readiness with respect to the amount of classroom management coursework in early childhood, elementary, and music education teacher preparation programs.

**Classroom management strategies.** Perhaps participants in this investigation, though apparently somewhat aware of classroom management strategies from prior coursework (see Figures 3 and 4), did not perceive their current classroom management skills as sufficient. It could also be possible that participants did not understand the commonality of applying classroom management skills across content areas. Other studies concluded that teacher preparation programs should incorporate more definitive classroom management strategies into coursework in order for preservice teachers to acquire adequate knowledge and skills to successfully manage student behavior (Banks, 2003; Legette, 2013). It may be that the participants in this study gained knowledge of classroom management strategies that will likely improve their readiness for practicum, student teaching, and their eventual classrooms. Future studies could investigate which preventive classroom management strategies are incorporated into teacher preparation programs across various content areas and geographical regions.

Overall, participants had limited background with and exposure to classroom management from previous coursework within their respective teacher preparation programs. Though they placed high importance upon it and had prior training with it, the participants seemed uncertain of their classroom management abilities. It is plausible that they did not recognize the transferability of classroom management strategies across the curriculum or were less sure of applicability in a music-oriented class. Future investigations might ascertain early childhood, elementary, and music education preservice teachers' knowledge of specific reactive

and preventive classroom management strategies; furthermore, other studies could focus on common classroom strategies that can be utilized in all areas of the curriculum.

### **Instruction Differentiation**

A central part of this study focused on participants' observed preventive classroom management strategies resulting from instruction differentiation. Though few investigations addressed specific preventive classroom management strategies within early childhood, elementary, or music education, some broadly examined evidence-based classroom management strategies included in teacher preparation programs (e.g., Giallo & Little, 2003; Lavay et al., 2012). Because other studies occurred within non-musical contexts, a contribution of both the pilot and main studies were their focus on differing instruction in preventive classroom management strategies within a music integration course.

**Design.** Similar to the pilot study, the participants in the main investigation did not demonstrate a significant amount of preventive classroom management strategies as a result of instruction differentiation. This finding may suggest that the internal structure of treatment conditions needs further refinement. In support of introducing preventive techniques, other research suggested that preservice teacher preparation programs provide teachers with multiple opportunities to train for and manage student behavior in order to maximize learning (Begeny & Martens, 2006; Shook, 2012). It could be that the treatment conditions, in both the pilot and main studies, were beneficial in terms of foundational knowledge of classroom management; however, their internal configuration might need modifications to produce a substantive change. It is also plausible that more participants may have produced a stronger effect. Another investigation might include a condition that involves identifying specific preventive classroom management skills by viewing a video of a teacher using those strategies within an early childhood, elementary, or music education classroom.

Though results were not significant for instruction differentiation, participants consistently expressed their appreciation for the direct training provided within each treatment condition. Perhaps the differing instruction proved valuable to the participants but may need restructuring in terms of instructional time and proximity to microteaching sessions. It is possible that the participants did not have enough time to learn, practice, and use the strategies, which might suggest extending learning time across multiple semesters. Supporting the need for further studies such as the pilot and main investigations, Lavay et al. (2012) found that, unfortunately, in courses that addressed classroom management, instructors devoted minimal teaching time to the topic. Therefore, subsequent studies might involve longer treatment condition meeting times, conceivably on the day of each microteaching session, and one might consider a design that allows for participants to experience every treatment condition many times. Second, longitudinal research might be focused on strategies learned and implemented over two or more semesters of undergraduate coursework.

**Learning styles.** Participants performed the most preventive strategies as a result of instruction via the individual practice condition (see Figure 5) and mentioned the value of learning about each strategy. These findings could suggest that the participants' involvement in a treatment condition rooted in experiential learning, such as individual practice, may have best suited their personal learning styles and thus contributed to their exhibited strategies. Other investigations recommended that teacher preparation programs describe, promote, and model classroom management strategies so preservice teachers have more varied experiences to practice these specific techniques (Giallo & Little, 2003; Hedden, 2015). A future study could explore preservice teachers' learning styles in order to tailor treatment conditions to better serve a diverse range of learners within a given teacher preparation program.

Overall, participants modeled correct behavior most frequently (see Table 4) as their preferred means of classroom management. As recognized in the literature, modeling is a necessity for effective teaching (Epstein et al., 2008; Evertson et al., 1984), so this finding may indicate that participants benefited from the modeling that was embedded within the demonstration practice condition, and thus impacted their preventive classroom management strategy choices. It could also be possible that the participants found modeling correct behavior to be the most accessible strategy while teaching content outside of their respective degree programs. Future studies might consider collecting data from university instructors in teacher preparation programs in order to further refine the most effective modes of instruction to apply to each treatment condition.

**Anxiety.** Another explanation for the non-significant results could be due to anxiety, often expressed by the participants throughout this study, which may suggest that they were overwhelmed by the prospect of teaching their peers. It could be possible that the discipline problem assigned to a peer prompted the participants to focus more on reactive strategies than on the preventive strategies presented in each treatment condition, potentially further contributing to this anxiety. Other studies offered similar conclusions in that, when teachers felt uncertain about using preventive strategies (O'Neill & Stephenson, 2012), they often continued implementing less effective reactive strategies or none at all (Rydell & Henricsson, 2004; Woodcock & Reupert, 2012). Though participants felt anxious about teaching their peers, it is conceivable that instruction differentiation enhanced their teaching and classroom management skills which could transfer to current and future classroom experiences. A subsequent study might include a scale to measure preservice teachers' anxiety surrounding teaching within a preparation course and as it is related to participating in instruction differentiation.



Although the results of this study were not significant with respect to instruction differentiation, participants did exhibit preventive strategies as a result of each treatment condition. It is feasible that the participants experienced growth with regard to their general teaching and classroom management skills; however, the instructional approaches were not quite different enough. Perhaps participants also benefited from instruction differentiation that was more aligned with their individual learning styles and thus created more opportunities to retain and implement preventive strategies. Continuing this line of investigation might warrant consideration of various design aspects such as the type of instructional practices incorporated into each condition and participants' potential anxiety with respect to teaching their peers within a teacher preparation course.

### **Music Integration**

Another aspect of this investigation addressed participants' observed preventive classroom management strategies as a result of lesson type. The literature offered studies focused on various aspects of music integration courses within teacher preparation courses (e.g., Berke & Colwell, 2004; Giles & Frego, 2004; Valerio & Freeman, 2009). To this date, however, no empirical studies examined the effect of lesson type on observed classroom management strategies. Both the pilot and main studies integrated foundational classroom management strategies within the context of a music integration course, thus uniquely contributing to research in early childhood, elementary, and music education.

**Music content.** A significant main effect for lesson type (see Figure 6) might suggest that participants viewed listening lessons as less challenging than the song/chant and movement lessons. Providing further insight, Hash (2010) reported that elementary preservice teachers felt comfortable with the idea of teaching musical concepts; however, they were not as assured with acting as a teacher of music. It is possible that participants felt most at ease teaching musical

content within the context of a listening lesson, thereby allowing time to infuse preventive classroom management strategies. Forthcoming studies could investigate early childhood and elementary preservice teachers' personal background with music (i.e. participation in band, orchestra, choir) and the extent of their experience teaching musical concepts outside of the music integration course. Another investigation could incorporate a measure that captures data with respect to early childhood and elementary preservice teachers' perceived level of difficulty teaching a song/chant, movement, and listening lesson.

Findings indicated a significant difference among lesson type (see Figure 8), which might suggest that the participants were familiar with teaching listening-like lessons. Perhaps the participants were more apt to implement preventive classroom management techniques in a listening lesson, as it could have been similar to previous lessons taught within their respective content areas. Similar to the main study, other research suggested that college instructors incorporate varied music teaching experiences into coursework to best prepare early childhood and elementary preservice teachers in terms of music integration and practical teaching tools (Berke & Colwell, 2004; Giles & Frego, 2004; Valerio & Freeman, 2009). Prospective studies might focus on replicating this investigation with early childhood, elementary, and music education preservice teachers to ascertain if lesson type significantly affects the number of strategies utilized across different content areas. It might also inform future research with respect to the lessons taught in peer teaching experiences outside of the music integration course.

Ultimately, the participants appeared to be more comfortable teaching listening lessons which could have allowed them to focus on the behavior of the class. It could also be possible that participants implemented more strategies within listening lessons because they were perceived to be less musically difficult than song/chant or movement lessons. Subsequent investigations may consist of measures that acquire more detailed information regarding

participants' prior experience with music and anticipated level of difficulty teaching listening, song/chant, and movement lessons.

### **Microteaching Sessions**

A third piece of this investigation focused on the number of preventive classroom management strategies exhibited across microteaching sessions. To date, the literature offered no studies that quantified classroom management strategies utilized by preservice teachers in microteaching sessions; however, some research centered around the type of classroom management strategies presented in teacher preparation coursework, field placements, and student teaching (e.g., Eisenman et al., 2015; Landau, 2001). The main study provided participants with multiple opportunities to gain teaching experience within a music integration course.

**Practice classroom management skills.** Findings revealed a significant main effect for microteaching session (see Figure 9), which may suggest that the participants benefited from the opportunity to practice specific classroom management skills. Lending credibility to this result, in both the pilot and main studies the participants expressed appreciation for dedicated class time to apply worthwhile classroom management skills. Unlike the findings of Christofferson and Sullivan (2015), the participants in the pilot and main studies had the opportunity to practice classroom management skills within the bounds of a teacher preparation course. It is possible that participants gained effective classroom management skills that could be transferred to current and future teaching experiences. Further research might investigate the effect of multiple microteaching experiences on observed preventive classroom management strategies among early childhood, elementary, and music education preservice teachers in different geographical regions.

**Time.** Though participants were afforded longer teaching times in the main study, significant differences in observed strategies were not found among the three microteaching sessions. This finding may mean that the length of each microteaching session did not provide sufficient time for participants to utilize preventive classroom management strategies. This is supported by Oliver and Reschly (2007), reporting that preservice teachers, who were given time within coursework to gain knowledge of and practice with classroom management skills, felt more prepared for encountering and resolving problematic behaviors in their future classrooms. Despite the potential need for an extended teaching time, participants may have experienced professional growth throughout the microteaching sessions; however, they may have also needed more time, in terms of practice, to gain comfort and skill. Forthcoming investigations might provide participants with longer teaching times in order to provide them with more opportunities to incorporate preventive classroom management strategies. Additional studies could explore the timing of participants' use of specific preventive classroom management strategies and the relationship to lesson type and treatment condition.

**Confidence.** As participants implemented differing amounts of preventive classroom management strategies across the microteaching sessions (see Table 6), a potential reason could be increased confidence. Comparable to the findings of the pilot study, anecdotal data supported participants' acknowledgement that they became more certain of their classroom management abilities as they progressed through each microteaching experience. Somewhat similar to this investigation, Bergee (2012) found that mediated experiences with classroom management might bolster preservice teachers' certainty with respect to their classroom management competency. Within the parameters of a music integration course, another study concluded that participants' confidence levels increased after multiple microteaching sessions (Vannatta-Hall, 2010). Perhaps, as participants acquired general teaching experience in front of their peers, they

experienced gains in confidence throughout microteaching sessions. Subsequent research might employ the use of a scale to measure preservice teachers' confidence, prior to and following each microteaching session, in teaching and in classroom management skills.

Another possible explanation for the number of strategies implemented within each microteaching session could be the participants' place within their teacher preparation programs, which may have contributed to increases or decreases in confidence in the participants' teaching and classroom management. According to the findings of Pfitzner-Eden (2016), when exposed to specific instruction in classroom management strategies beginning preservice teachers experienced decreased confidence while those who were more advanced experienced significant gains. The amount of experience with and exposure to classroom management techniques could be correlated to preservice teachers' progression through a teacher preparation sequence. Valuable data could be gleaned from a future longitudinal study that involves tracking early childhood, elementary, and music education preservice teachers' confidence in their teaching and classroom management skills at each year in the teacher preparation program.

**External factors.** Overall, the participants increased their use of preventive strategies across all microteaching sessions with the exception of the individual practice condition. Findings revealed a significant difference between microteaching session one and three which might suggest that other aspects may have impacted the number of observed strategies. The participants could have been distracted by other circumstances, such as additional academic coursework, that could have contributed to the changes in observed strategies. It is logical that in-service teachers' classroom management may also be affected by outside forces; however, other studies did confirm that practicing teachers made use of preventive strategies (Fossum et al., 2017; Ritz et al., 2014; Tillery et al., 2010). Thus, the pilot and main studies might provide the participants with a practical advantage as they enter their teaching careers. Given the findings

of the main study, one might consider the timing of microteaching sessions throughout a course. A future study could collect data regarding participants' perceived stress levels, prior to each microteaching session, to potentially account for any emotional, mental, or physical elements that may influence the number of preventive classroom management strategies applied within each microteaching session.

Overall, the participants in the main investigation implemented preventive classroom management strategies as a result of three microteaching sessions. The findings may have been impacted by external factors which could address the change in trajectory as shown in the third microteaching session. Even so, the participants appeared to find worth in practicing preventive classroom management strategies that could be applied to various contexts outside of their respective degree programs. Subsequent research warrants the consideration of mediators and moderators that might affect the number of preventive strategies implemented across multiple microteaching sessions.

### **Preventive Classroom Management Strategies**

The focus of the main study was on the number of observed preventive classroom management strategies exhibited by participants. Other investigations examined the coursework within teacher preparation programs that addressed universal methods for classroom management (e.g., Conroy et al., 2008; Reupert & Woodcock, 2010, 2011). Both the pilot and main studies integrated specific preventive classroom management strategies into a teacher preparation course while providing participants with multiple peer teaching opportunities.

**Classroom context.** The designated classroom meeting space was outside of the researcher's control and arranged such that there was a limited teaching area for participants during microteaching sessions. This may have contributed to participants feeling limited with respect to movement avenues which could have impacted the extent to which they used certain

preventive strategies such as physical proximity. Supporting this line of investigation, Simonsen et al. (2008) promoted the need for further empirical research dedicated to evaluating new or under-researched classroom management strategies that identified parameters under which they could be optimized. Further research might confirm or contradict the findings of the main study by examining the number of observed preventive strategies in relationship to the size (e.g., square footage, delineated teaching space) of the allocated space and the physical organization of the classroom (e.g., placement of desks, tables, chairs).

Perhaps the participants in this study were previously exposed to or were familiar with verbal cues, contributing to their frequency of implementation. It could be that participants viewed verbal cues as an approachable and transferrable classroom management strategy. Balli (2011) reported that preservice teachers routinely utilized preventive strategies as part of their classroom management. A subsequent study might consider examining observed preventive strategies among preservice teachers to identify what particular strategies are utilized most frequently in relation to content area (e.g., early childhood, elementary, music), grade level, and level of teaching experience.

**Transfer.** The findings of both the pilot and main studies revealed that the participants had a positive study experience that, in some instances, transferred to settings beyond the music integration course. Participants appeared to gain beneficial knowledge about preventive classroom management that they viewed as immediately transferrable to lesson plans, practicum, student teaching, and prospective classrooms. This finding, similar to Moore et al. (2017), also suggested that preventive classroom management strategies should be introduced in teacher preparation programs in order to successfully prepare preservice teachers for their future classrooms. Instructors of music integration courses might aim to further develop preservice teachers' abilities by focusing on content that will be useful and meaningful in their future

classrooms such as foundational classroom management skills. These could be implemented in any content area, all within the framework of learning to teach and manage a classroom.

Forthcoming studies could examine specific aspects of teaching and classroom management that preservice teachers identify as necessary and transferrable to their future careers.

Ultimately, all of the participants utilized preventive classroom management strategies within the music integration course. It is possible that other variables, such as the physical arrangement of the teaching space, may have affected the results. Though further investigations might confirm or contradict these findings, it is important to recognize the participants' acknowledgement of the usefulness of the techniques learned throughout their study experiences. Subsequent investigations might carefully consider how one might account for such factors in order to measure their potential impact on observed preventive strategies.

### **Concluding Implications for Early Childhood, Elementary, and Music Education**

Early childhood, elementary, and music education preservice teachers may benefit from more exposure to preventive classroom management content within their respective teacher preparation programs. With more opportunities to gain knowledge and skills regarding proactive classroom management, preservice teachers might enter their future classrooms with greater confidence and less anxiety with respect to managing behavior. Subsequent studies might explore the extent of preservice teachers' knowledge of foundational classroom management skills to inform instruction and design of teacher preparation courses.

In this investigation, participants engaged in and infused preventive classroom management strategies across all microteaching sessions. Preservice teachers, across all content areas, may well need additional time to consider management uses and practice over longer peer teaching times. Future studies might replicate this study with a larger sample size of early childhood, elementary, or music education preservice teachers with extended teaching time and



numerous microteaching sessions in order to provide more opportunities to use preventive classroom management strategies.

Within the context of a music integration course, participants implemented preventive classroom management strategies across all lesson types. Early childhood and elementary preservice teachers might benefit from more experience teaching music to build comfort and confidence with the subject matter. Perhaps there are connections between material included in early childhood and elementary teacher preparation programs that might be infused into microteaching sessions in an arts integration course. Furthermore, addressing preventive classroom management techniques could assist preservice teachers across all content areas, and enhance their instructional and classroom management skills. Future studies warrant examination of preventive classroom management strategies utilized by preservice teachers, in non-music and music content areas, to identify any potential relationship between subject matter and classroom management.

Though not significant, findings demonstrated that the participants exhibited preventive classroom management strategies as a result of instruction differentiation. Future studies might investigate differing treatment conditions that might impact the number of observed strategies across multiple microteaching sessions in a teacher preparation course. With more experiences to develop and practice proactive techniques to address student behavior, preservice teachers may enter the field with a stronger sense of preparation and confidence. Of note, the participants in this study displayed professionalism throughout treatment conditions, microteaching sessions, and follow-up discussions. They were prompt, timely, respectful, and asked thought-provoking questions throughout the duration of this research.

Given preservice teachers' uncertainty and apparent lack of confidence with classroom management, teacher preparation programs might consider examining the extent to which

preventive strategies could be addressed to better equip all teachers for their practicum placements, student teaching experiences, and future classrooms. With opportunities to practically apply classroom management skills within a university course, preservice teachers might enter their careers with a concerted focus on how to proactively manage student behavior. Therefore, as practicing educators, they might have a greater effect on students' academic, social, and emotional growth.

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## Appendix A

### Pilot Study Individual and Demonstration Practice Conditions

#### Session #1: Individual Practice Condition

- Good morning/afternoon and thank you for agreeing to participate in my research study.  
We are going to talk about and practice some preventative strategies in classroom management today.
- The three strategies we are going to focus on are:
  - Using verbal cues
  - Utilizing proximity
  - Modeling correct student behavior
- For verbal prevention, for example, you might say to a student, “When I say go” or “In a moment” in order to relay to students EXACTLY what behavior you expect of them before they move or change activities.
  - So, to practice verbal cues, you are going to pretend that I am a kindergarten student and you need to get me from my chair to a spot at the front of the room.
  - Think for a few seconds about how you might use **verbal prevention** and what that might **SOUND** like for you, as the teacher, in order for me to get from my chair to a spot at the front of the room.
  - When you are ready, you are going to be the teacher, and I am going to be your kindergarten student. GO.
- For utilizing proximity, for example, you might take two or three steps closer to a student, while speaking or giving instructions, in order to PREVENT that student from choosing to misbehave.

- So, to practice utilizing proximity, you are going to pretend that I am a kindergarten student and you need to get me from my chair to a spot at the front of the room.
- Think for a few seconds about how you might use **proximity** and what that might **LOOK** like for you as the teacher.
- When you are ready, you are going to be the teacher, and I am going to be your kindergarten student.
- For modeling correct student behavior, you might SHOW your students HOW to an expected behavior is supposed to look BEFORE you ask your students to perform this behavior. For example, you might model how to line up at the door.
  - So, to practice modeling the expected behavior, you are going to pretend that I am a kindergarten student and you need me to get from my chair to a spot at the front of the room.
  - Think for a few seconds about how might **model the correct student behavior** for me and what that might **LOOK** like for you, as the teacher, in order for you to show me how to get from my chair to a spot at the front of the room.
  - When you are ready, you are going to be the teacher, and I am going to be your kindergarten student. GO.

## **Session #2: Individual Practice Condition**

- Good morning/afternoon and thank you for agreeing to participate in my research study. We are going to talk about and practice some preventative strategies in classroom management today.
- The three strategies we are going to focus on are:
  - Using verbal cues

- Utilizing proximity
- Modeling correct student behavior
- For verbal prevention, for example, you might say to a student, “When I say go” or “In a moment” in order to relay to students EXACTLY what behavior you expect of them before they move or change activities.
  - So, to practice verbal cues, you are going to pretend that I am a second-grade student and I need to line up at the door to leave class.
  - Think for a few seconds about how you might use **verbal prevention** and what that might **SOUND** like for you, as the teacher, in order for me line up at the door to leave class.
  - When you are ready, you are going to be the teacher, and I am going to be your second-grade student. GO.
- For utilizing proximity, for example, you might take two or three steps closer to a student, while speaking or giving instructions, in order to PREVENT that student from choosing to misbehave.
  - So, to practice utilizing proximity, you are going to pretend that I am a second-grade student who needs to lineup at the door to leave class.
  - Think for a few seconds about how you might use **proximity** and what that might **LOOK** like for you as the teacher.
  - When you are ready, you are going to be the teacher, and I am going to be your second-grade student.
- For modeling correct student behavior, you might SHOW your students HOW to an expected behavior is supposed to look BEFORE you ask your students to perform this behavior. For example, you might model how to line up at the door.

- So, to practice modeling the expected behavior, you are going to pretend that I am a second-grade student who needs to line up at the door to leave class.
- Think for a few seconds about how might **model the correct student behavior** for me and what that might **LOOK** like for you, as the teacher, in order for you to show me how to lineup at the door to leave class.
- When you are ready, you are going to be the teacher, and I am going to be your second-grade student. GO.

### **Session #1: Demonstration Practice Condition**

- Good morning/afternoon and thank you for agreeing to participate in my research study.  
We are going to talk about and practice some preventative strategies in classroom management today.
- The three strategies we are going to focus on are:
  - Using verbal cues
  - Utilizing proximity
  - Modeling correct student behavior
- For each type of preventative strategy, I am going to model a scenario using one of the three preventative strategies, and then you are going to practice using that preventative strategy after me.
- For verbal prevention, for example, you might say to a student, “When I say go” or “In a moment” in order to relay to students EXACTLY what behavior you expect of them before they move or change activities.
  - So, to practice verbal cues, I am going to model what it might **SOUND** like, as the teacher, to use **verbal prevention** to get a YOU, kindergarten student, from their chair to a spot at the front of the room.

- “Student, in a moment, I am going to ask you to quietly stand up, push in your chair, and calmly walk to the front of the room to find a spot on the carpet and quietly sit down.”
- [Have the student actually DO this activity.]
- Thank you, nicely done. Now YOU are going to be the teacher, and I am going to be the kindergarten student.
- Think for a few seconds about how you might use **verbal prevention** and what that might **SOUND** like for you, as the teacher, in order for me to get from my chair to a spot at the front of the room.
- When you are ready, you are going to be the teacher, and I am going to be your kindergarten student. GO.
- For utilizing proximity, for example, you might take two or three steps closer to a student, while speaking or giving instructions, in order to PREVENT that student from choosing to misbehave.
  - So, to practice **utilizing proximity**, I am going to model what it might **LOOK** like to utilize proximity to get YOU, kindergarten student from their chair to a spot at the front of the room.
  - “Student, in a moment, I am going to ask you to quietly stand up, push in your chair, and calmly walk to the front of the room to find a spot on the carpet and quietly sit down.” [As you are giving instructions, take a few steps next to the student.]
  - [Have the student actually DO this activity.]
  - Thank you, well done. Now YOU are going to be the teacher, and I am going to be the kindergarten student.



- Think for a few seconds about how you might use **proximity** and what that might **LOOK** like for you as the teacher.
- When you are ready, you are going to be the teacher, and I am going to be your kindergarten student.
- For modeling correct student behavior, you might SHOW your students HOW to an expected behavior is supposed to look BEFORE you ask your students to perform this behavior. For example, you might model how to line up at the door.
  - So, to practice **modeling the expected behavior**, I am going to model what it might **LOOK, and SOUND** like to get YOU, the kindergarten student, from your chair to a spot at the front of the room.
  - “Kindergartners, in a moment, I am going to ask you to find a spot on the rug at the front of the room. Watch me do this for you. My hands are to my sides, I am walking calmly, and my mouth is closed.” [Model this behavior.]
  - Now YOU are going to be the teacher and I am going to be the kindergarten student.
  - Think for a few seconds about how might **model the correct student behavior** for me and what that might **LOOK** like for you, as the teacher, in order for you to show me how to get from my chair to a spot at the front of the room.
  - When you are ready, you are going to be the teacher, and I am going to be your kindergarten student. GO.

## **Session #2: Demonstration Practice Condition**

- Good morning/afternoon and thank you for agreeing to participate in my research study. We are going to talk about and practice some preventative strategies in classroom management today.

- The three strategies we are going to focus on are:
  - Using verbal cues
  - Utilizing proximity
  - Modeling correct student behavior
- For each type of preventative strategy, I am going to model a scenario using one of the three preventative strategies, and then you are going to practice using that preventative strategy after me.
- For verbal prevention, for example, you might say to a student, “When I say go” or “In a moment” in order to relay to students EXACTLY what behavior you expect of them before they move or change activities.
  - So, to practice verbal cues, I am going to model what it might **SOUND** like, as the teacher, to use **verbal prevention** to get a YOU, a second-grade student, to line up at the door to leave class.
  - “Student, in a moment, I am going to ask you to quietly stand up, push in your chair, and calmly walk to the door and form a straight line in order to leave. You have until the count of 5 to do this calmly and quietly.”
  - [Have the student actually DO this activity.]
  - Thank you, nicely done. Now YOU are going to be the teacher, and I am going to be the second-grade student.
  - Think for a few seconds about how you might use **verbal prevention** and what that might **SOUND** like for you, as the teacher, in order for me to get from my chair a line at the door ready to leave class.
  - When you are ready, you are going to be the teacher, and I am going to be your second-grade student. GO.

- For utilizing proximity, for example, you might take two or three steps closer to a student, while speaking or giving instructions, in order to PREVENT that student from choosing to misbehave.
  - So, to practice **utilizing proximity**, I am going to model what it might **LOOK** like to utilize proximity to get YOU, a second-grade student, to a line at the front of the room to leave class.
  - “Student, in a moment, I am going to ask you to quietly stand up, push in your chair, and calmly walk to the the door and form a straight line in order to leave.”  
[Take a few steps toward participant while you say this.]
  - [Have the student actually DO this activity.]
  - Thank you, well done. Now YOU are going to be the teacher, and I am going to be the second-grade student.
  - Think for a few seconds about how you might use **proximity** and what that might **LOOK** like for you as the teacher.
  - When you are ready, you are going to be the teacher, and I am going to be your second-grade student.
- For modeling correct student behavior, you might SHOW your students HOW to an expected behavior is supposed to look BEFORE you ask your students to perform this behavior. For example, you might model how to line up at the door.
  - So, to practice **modeling the expected behavior**, I am going to model what it might **LOOK, and SOUND** like to get YOU, the kindergarten student, from your chair to a spot at the front of the room.

- “Kindergartners, in a moment, I am going to ask you to line up at the front of the room. This is what I expect to SEE when you line up at the door. My hands are to my sides, I am walking calmly, and my mouth is closed.” [Model this behavior.]
- Now YOU are going to be the teacher and I am going to be the kindergarten student.
- Think for a few seconds about how might **model the correct student behavior** for me and what that might **LOOK** like for you, as the teacher, in order for you to show me how to get from my chair to a spot at the front of the room.
- When you are ready, you are going to be the teacher, and I am going to be your kindergarten student. GO.

## Appendix B

### Participant Recruitment Letter

Dear MEMT 341:

I am writing to ask for your participation in a study about the effect of differentiated instruction in preventive classroom management strategies and selected preservice teacher behaviors. Data collection activities are part of the course material for all students enrolled in MEMT 341 for the fall semester 2018 as outlined in the syllabus distributed on the first day of class. If you choose not to have your data from these class experiences used for research analysis and subsequent presentation and publication, it will not affect your grade in MEMT 341.

I am authoring this study in conjunction with Dr. Debra Hedden, faculty advisor, as part of the requirements to complete a Ph.D. in Music Education at the University of Kansas. Past participants in a similar pilot study made these comments about their participation in the research:

*It was a very good experience. I think it helped me to understand more the behavior management strategies. I enjoyed being able to have more practice with them and I found myself using them more confidently at work (boys and girls club) after the study.*

*It was really interesting to actually get up and practice the behavior management strategies, so I was able to become more comfortable with them.*

*The material presented was usable in this class and other learning settings because classroom management strategies extend into each aspect of becoming a teacher. I was able to share the classroom management strategies with my peers and professors outside of Miss Potter's classroom.*

As per the syllabus for the fall 2018 semester of MEMT 341, you will be participating in three differentiated instruction sessions in preventive classroom management, held outside of the MEMT 341 class meeting time, for approximately 20 to 25 minutes each session. These sessions will be schedule throughout late September, October, and November in order to best fit your schedule.

If you would agree to allow your data to be used for research analysis, you may fill out and sign the attached consent form. All information will be anonymous and confidential with results reported as a group in both a presentation and publication. You cannot be identified in any way. Should you have any questions, please contact me. I will be blinded to those who have signed consent forms until after grades are posted in December 2018.

Thank you for providing a contribution to our profession.

Sincerely,

Jennifer L. Potter  
Principal Investigator  
Music Education and Music Therapy  
1530 Naismith Dr., Rm 562  
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## Appendix C

### Adult Informed Consent Statement

#### The Effect of Differentiated Instruction in Preventive Classroom Management Techniques on Early Childhood and Elementary Preservice Teachers' Selected Behaviors in a Music Integration Course

The Department of Music Education at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to sign this form and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with this unit, the services it may provide to you, or the University of Kansas.

#### PURPOSE OF STUDY

The purpose of this study is to investigate the effect of differentiated instruction in preventive classroom management strategies on early childhood and preservice teachers' selected behaviors who are enrolled in a semester-long music integration course.

#### PROCEDURES

Data collection activities are part of the course material for all students enrolled in MEMT 341 for the fall semester 2018 as outlined in the syllabus distributed on the first day of class. If you sign the informed consent for participation in this research study, you are agreeing to have your data from the following class experiences used for research analysis and subsequent presentation and publication.

1. Demographic survey and classroom management questionnaire
2. Three differentiated instruction sessions
3. Three micro-teaching sessions
4. Classroom management reflection follow-up questions

Participants in this study will be randomly assigned to three different differentiated instruction sessions, lasting approximately 20 to 25 minutes each, regarding preventive classroom management strategies prior to each round of teaching (three total) during the MEMT 341 course. These sessions will be held, outside of the regular class meeting time, in a designated space in Murphy Hall at the University of Kansas. All students, regardless of their decision to have their data used for research analysis, will be video-recorded during all three rounds of their micro-teaching sessions in MEMT 341. Per the MEMT 341 syllabus, the micro-teaching sessions are a required part of the course. Study participants will have the option of having video-recording stopped at any time; however, these recordings are required to participate in the study procedures.

The use of numerical identifiers will be used to protect the participants' identities. The recordings will be stored on the University of Kansas secure server and will be kept for a period of three years in a locked file on the researcher's computer then destroyed. Safeguards for data with identifying information will be using numerical identifiers in place of participant names. The primary investigator, the instructor for the course, will be blinded to which students have signed the informed consent to have their data included in the research analysis until grades are posted for the semester.

## RISKS

While there are no perceived risks or harm associated with this study, participants will have opportunity to withdraw from the study at any point; choosing to withdraw from this study will have no impact on participants' course grade for MEMT 341. Data collection will take place within the classrooms in the School of Music at the University of Kansas.

## BENEFITS

The anticipated benefits of this study are a better understanding of specific preventive strategies in classroom management that might be applied to an early childhood and/or elementary education setting. Second, this study will contribute to the profession at large, offering more data about preventive strategies in classroom management. The anticipated benefits of the research for the profession are a more thorough understanding of the effectiveness of preventive classroom management strategies amongst early childhood and elementary education preservice teachers. The data gathered from this study could potentially impact teacher induction programs, e.g., mentorship in public schools; this could also impact teacher effectiveness and could provide society with a better understanding of classroom management as it relates to early childhood and elementary education teachers.

## PAYMENT TO PARTICIPANTS

Participants will not receive payment for their participation in this study.

## PARTICIPANT CONFIDENTIALITY

Your name will not be associated in any publication or presentation with the information collected about you or with the research findings from this study. Instead, the researcher(s) will use a study number or a pseudonym rather than your name. Your identifiable information will not be shared unless (a) it is required by law or university policy, or (b) you give written permission.

Permission granted on this date to use and disclose your information remains in effect indefinitely. By signing this form, you give permission for the use and disclosure of your information for purposes of this study at any time in the future.

## REFUSAL TO SIGN CONSENT AND AUTHORIZATION

You are not required to sign this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from the University of Kansas or to participate in any programs or events of the University of Kansas. However, if you refuse to sign, you cannot participate in this study.

## CANCELLING THIS CONSENT AND AUTHORIZATION

You may withdraw your consent to participate in this study at any time and participants' grades will not be affected. You also have the right to cancel your permission to use and disclose further information collected about you, in writing, at any time, by sending your written request to:

Jennifer Potter  
Music Education and Music Therapy  
1530 Naismith Dr., RM 562  
Lawrence, KS 66045



If you cancel permission to use your information, the researcher will stop collecting additional information about you. However, the research team may use and disclose information that was gathered before they received your cancellation, as described above.

#### QUESTIONS ABOUT PARTICIPATION

Questions about procedures should be directed to the researcher(s) listed at the end of this consent form.

#### PARTICIPANT CERTIFICATION:

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call (785) 864-7429 or (785) 864-7385, write the Human Research Protection Program (HRPP), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7568, or email [irb@ku.edu](mailto:irb@ku.edu).

I agree to take part in this study as a research participant. By my signature I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form.

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Type/Print Participant's Name	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Participant's Signature	

#### Researcher Contact Information

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## Appendix D

## Preservice Teacher Demographic Information and Perception Survey

\*The purpose of the first set of questions is to gather background information.

1. What is your gender?
  - a. Male
  - b. Female
  - c. Other (please specify) \_\_\_\_\_
2. What is your race/ethnicity?
  - a. Native American or American Indian
  - b. Asian/Pacific Islander
  - c. Black/African American
  - d. Hispanic/Latino
  - e. White/Caucasian
  - f. Other
3. What is your age in years? \_\_\_\_\_
4. What is your primary area of study (major) in your teaching educational degree program?
  - a. Elementary Teacher Education Program
  - b. Unified Early Childhood Teacher Education Program
  - c. Other: \_\_\_\_\_
5. Do you have prior teaching experience in an early childhood and/or elementary classroom? *Prior teaching experience includes any instance(s) of working with students, either in an early childhood and/or elementary classroom, at the University of Kansas, in a practicum setting, volunteer, or paid experience.*
  - a. No experience
  - b. Very limited experience
  - c. Some experience

- d. Moderate experience
- e. Extensive experience

\*The purpose the second set of questions is to obtain your perspective of classroom management and your undergraduate preparation in classroom management.

1. Have you previously completed one or more courses that included content regarding classroom management as part of your undergraduate degree program?
  - a. Yes
  - b. No
2. If yes, how many courses have you completed that included classroom management content?
  - a. 1
  - b. 2
  - c. 3 or more
3. If yes, which department provided this/these course(s)?
  - a. Education
  - b. Other: \_\_\_\_\_
4. In your opinion, how important is classroom management?

1	2	3	4	5	6	7	8	9
None		Very Little Importance		Somewhat Important		Quite a Bit of Importance		Extremely Important

5. How well has your prior coursework trained you to implement classroom management strategies?

1	2	3	4	5	6	7	8	9
None		Not Very Well		Somewhat Well		Quite Well		Extremely Well

6. How often has your coursework, throughout your degree program thus far, taught classroom management strategies?

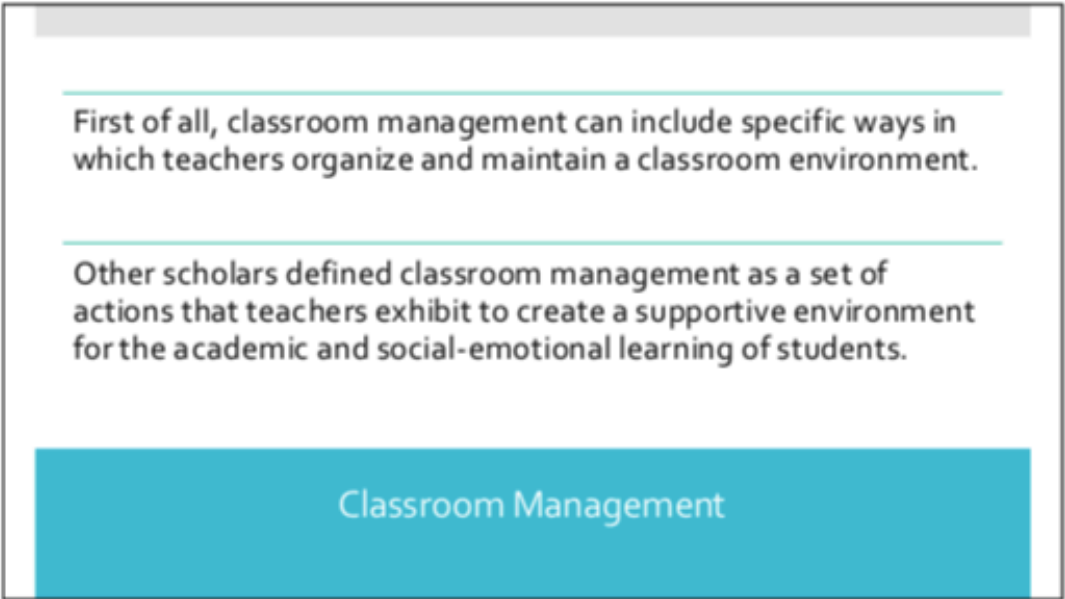
1	2	3	4	5	6	7	8	9
Never		Not Very Often		Somewhat Often		Quite Often		Extremely Often

## Appendix E

## Lecture Condition Presentation



# Preventive Classroom Management



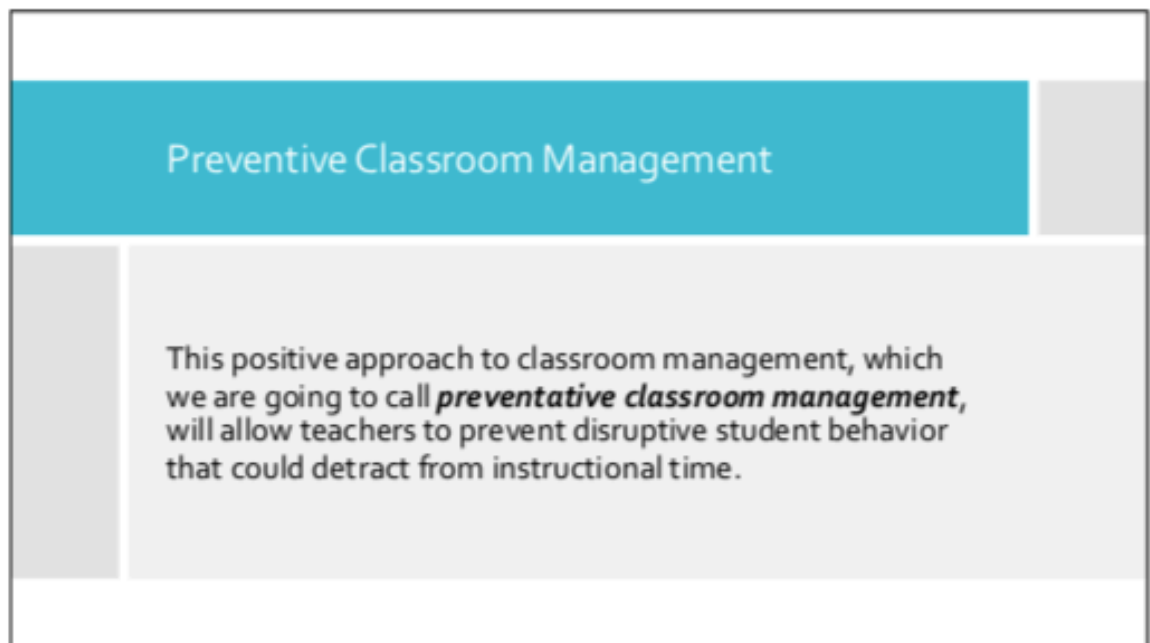
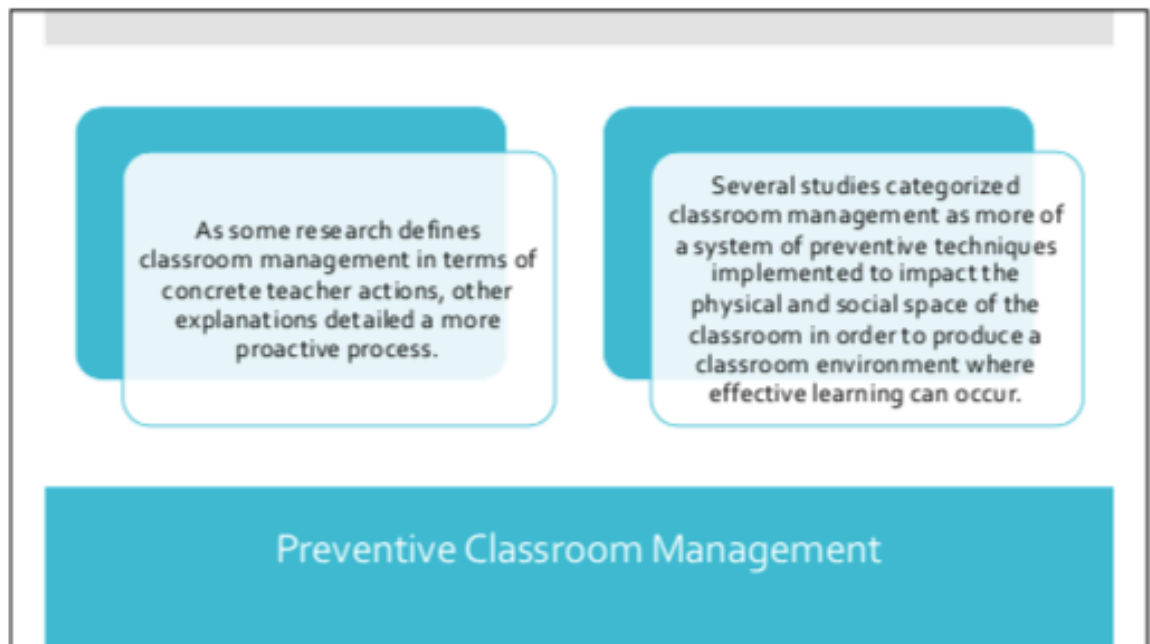
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First of all, classroom management can include specific ways in which teachers organize and maintain a classroom environment.

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Other scholars defined classroom management as a set of actions that teachers exhibit to create a supportive environment for the academic and social-emotional learning of students.

Classroom Management



- The three strategies we are going to focus on are:
  - Using verbal cues
  - Utilizing physical proximity
  - Modeling correct student behavior

## Preventive Classroom Management: Strategies

## Preventive Classroom Management: Verbal Cues

Verbal cues are considered to be part of *precorrection*, which are associated with what occurs in a classroom directly before an expected behavior occurs and includes the uses of reminders and prompts before students complete a task.

Preventive  
Classroom  
Management:  
Verbal Cues

Another way of saying this is that you are using your **words** to cue students' behavior before any action takes place.

Preventive  
Classroom  
Management:  
Verbal Cues

For verbal cues, for example, you might say to a student, "When I say go" or "In a moment," or "When I give you the signal," in order to relay to students **exactly** what behavior you expect of them before they move or change activities.



### Preventive Classroom Management: Utilizing Physical Proximity

- Movement of a teacher might be one of the most effective means of managing student behavior and is considered to be part of active supervision which includes moving around the classroom to proactively monitor student behavior.

### Preventive Classroom Management: Utilizing Physical Proximity

Therefore, a teachers' physical proximity to a student, or a group of students, might prevent unwanted behavior.

Physical proximity are *intentional* steps (two or more) toward a student or group of students while presenting behavioral instructions.

**Preventive  
Classroom  
Management:  
Utilizing  
Physical  
Proximity**

For utilizing proximity, for example, you might take two or three steps closer to a student, while speaking or giving instructions, in order to **prevent** that student from choosing to misbehave.

Teachers need to teach students exactly what is required in order to maximize good behavior by making expectations clear, direct, and unambiguous so that each student will understand exactly what is expected.

**Preventive Classroom Management:  
Modeling Correct Student Behavior**

Preventive  
Classroom  
Management:  
Modeling  
Correct  
Student  
Behavior

Thus, teaching and reinforcing the appropriate behavior will help students learn how, when, and where to exhibit the appropriate behaviors.

Preventive  
Classroom  
Management:  
Modeling  
Correct  
Student  
Behavior

Modeling correct student behavior will occur when you **demonstrate** a desired non-academic behavior for students, prior to requesting them to perform this behavior.

I am going to present you with four elementary classroom scenarios detailing how you might implement each of the three preventive classroom management strategies.

### Elementary Classroom Scenario #1

- Walk to and sit down on the carpet at the front of the classroom
  - **Verbal Cues:** "When I say go, you are going to calmly and quietly walk to and sit down on the carpet at the front of the classroom."
  - **Physical Proximity:** You, the teacher, can take two or three steps toward student while giving directions on how to walk to and sit down on the carpet at the front of the classroom.
  - **Modeling Correct Student Behavior:** You, the teacher, would model exactly HOW you want your students to walk to and sit down at the front of the classroom.

## Elementary Classroom Scenario #2

- Line up at the door
  - **Verbal Cues:** "When I give you the signal, you are going to calmly and quietly line up at the door."
  - **Physical Proximity:** You, the teacher, can take two or three steps toward student while giving directions on lining up at the door.
  - **Modeling Correct Student Behavior:** You, the teacher, would model exactly HOW you want your students to walk to line up at the door.

## Elementary Classroom Scenario #3

- Choose a partner for an activity
  - **Verbal Cues:** "In a moment, you are going to calmly and quietly choose a partner for an activity."
  - **Physical Proximity:** You, the teacher, can take two or three steps toward student while giving directions on choosing a partner for an activity.
  - **Modeling Correct Student Behavior:** You, the teacher, would model exactly HOW you want your students to choose a partner for an activity.

Move to a new location in the classroom

**Verbal Cues:** "When I say go, you are going to calmly and quietly move to a new location in the classroom."

**Physical Proximity:** You, the teacher, can take two or three steps toward student while moving to a new location in the classroom.

**Modeling Correct Student Behavior:** You, the teacher, would model exactly HOW you want your students to move to a new location in the classroom.

Elementary  
Classroom  
Scenario #4

That concludes  
our meeting.

Thank you for  
coming in, and I  
appreciate your  
time.

## Appendix F

### Individual Practice Condition Protocol

Good morning/afternoon and thank you for coming today. I appreciate your time. We are going to talk about and practice some preventive strategies in classroom management today.

#### **Classroom Management:**

- Classroom management can include specific ways in which teachers organize and maintain a classroom environment.
- Other scholars defined classroom management as a set of actions that teachers exhibit to create a supportive environment for the academic and social-emotional learning of students.

#### **Preventive Classroom Management:**

- As some research defines classroom management in terms of concrete teacher actions, other explanations detailed a more proactive process.
- Several studies categorized classroom management as more of a system of preventive techniques implemented to impact the physical and social space of the classroom in order to produce a classroom environment where effective learning can occur.
- This positive approach to classroom management, which we are going to call *preventive classroom management*, will can allow teachers to prevent disruptive student behavior that could detract from instructional time.

### **Preventive Classroom Management Strategies:**

The three strategies we are going to focus on are:

- Using verbal cues
  - Verbal cues are considered to be part of *precorrection*, which is associated with what occurs in a classroom directly before an expected behavior occurs and includes the uses of reminders and prompts before students complete a task. Another way of saying this is that you are using your words to cue students' behavior before any action takes place.
- Utilizing proximity
  - Movement of a teacher might be one of the most effective means of managing student behavior and is considered to be part of active supervision which includes moving around the classroom to proactively monitor student behavior. Therefore, a teachers' physical proximity to a student, or a group of students, might prevent unwanted behavior. Physical proximity includes intentional steps (two or more) toward a student or group of students while presenting behavioral instructions.
- Modeling correct student behavior
  - Teachers need to teach students exactly what is required in order to maximize good behavior by making expectations clear, direct, and unambiguous. Thus, teaching and reinforcing the appropriate behavior will help students learn how, when, and where to exhibit the appropriate behaviors. Modeling correct student behavior will occur when you demonstrate a desired non-academic behavior for students, prior to requesting them to perform this behavior.



- I am going to present you with an elementary classroom scenario, and then you are going to practice using each of the three preventive classroom management strategies.
- Here is our first scenario.

**Elementary Classroom Scenario #1: Walk to and sit down on the carpet at the front of the classroom**

- For verbal cues, for example, you might say to a student, “When I say go,” “In a moment,” or “When I give you the signal,” in order to relay to students *exactly* what behavior you expect of them before they move or change activities.
  - To practice verbal cues, you are going to pretend that I am a kindergarten student and you need me to walk to and sit down on the carpet at the front of the classroom. (*Points to the location in the research space that is designated as ‘front of classroom.’*)
  - Think for a few seconds about how you might use **verbal cues** and what that might **sound** like for you, as the teacher, in order for me to walk to and sit down on the carpet at the front of the classroom.
  - When you are ready, you are going to be the teacher, and I am going to be your kindergarten student and you are going to use verbal cues to get me to walk and sit down on the carpet at the front of the classroom. Go.
- For utilizing proximity, for example, you might take two or three steps closer to a student, while speaking or giving instructions, in order to *prevent* that student from choosing to misbehave.
  - To practice utilizing physical proximity, you are going to pretend that I am a kindergarten student and you need to get me to walk to and sit down on the carpet at the front of the classroom.

- Think for a few seconds about how you might use **physical proximity** and what that might **look** like for you as the teacher, in order for me to walk to and sit down on the carpet at the front of the classroom.
- When you are ready, you are going to be the teacher, and I am going to be your kindergarten student, and you are going to use physical proximity to get me to walk to and sit down on the carpet at the front of the classroom. Go.
- For modeling correct student behavior, you might *show* your students *how* to an expected behavior is supposed to look *before* you ask your students to perform this behavior.
  - To practice modeling the expected behavior, you are going to pretend that I am a kindergarten student and you need me to walk to and sit down on the carpet at the front of the classroom.
  - Think for a few seconds about how you might **model the correct student behavior** for me and what that might **look** like for you, as the teacher, in order for you to get me to walk to and sit down on the carpet at the front of the classroom.
  - When you are ready, you are going to be the teacher, and I am going to be your kindergarten student, and you are going to model correct student behavior to get me to walk to and sit down on the carpet at the front of the classroom. Go.
- Now, scenario number two.

### **Elementary Classroom Scenario #2: Line up at the door**

- For verbal prevention, for example, you might say to a student, “When I say go,” “In a moment,” or “When I give you the signal,” in order to relay to students *exactly* what behavior you expect of them before they move or change activities.
  - To practice verbal cues, you are going to pretend that I am a second-grade student and I need to line up at the door.

- Think for a few seconds about how you might use **verbal cues** and what that might **sound** like for you, as the teacher, in order for me line up at the door.
- When you are ready, you are going to be the teacher, and I am going to be your second-grade student, and you are going to get me to line up at the door. GO.
- For utilizing physical proximity, for example, you might take two or three steps closer to a student, while speaking or giving instructions, in order to *prevent* that student from choosing to misbehave.
  - To practice utilizing proximity, you are going to pretend that I am a second-grade student who needs to line up at the door.
  - Think for a few seconds about how you might use **physical proximity** and what that might **look** like for you as the teacher, in order to get me to line up at the door.
  - When you are ready, you are going to be the teacher, and I am going to be your second-grade student, and you are going to get me to line up at the door.
- For modeling correct student behavior, you might *show* your students *how* an expected behavior is supposed to look *before* you ask your students to perform this behavior.
  - To practice modeling the expected behavior, you are going to pretend that I am a second-grade student who needs to line up at the door.
  - Think for a few seconds about how you might **model the correct student behavior** for me and what that might **look** like for you, as the teacher, in order for you to show me how to line up at the door.
  - When you are ready, you are going to be the teacher, and I am going to be your second-grade student, and you are going to get me to line up at the door. Go.
- Next, we move to scenario number three.

### **Elementary Classroom Scenario #3: Choose a partner for an activity**

- For verbal prevention, for example, you might say to a student, “When I say go” or “In a moment,” or “When I give you the signal,” in order to relay to students *exactly* what behavior you expect of them before they move or change activities.
  - To practice verbal cues, you are going to pretend that I am a first-grade student and I need to choose a partner for an activity.
  - Think for a few seconds about how you might use **verbal cues** and what that might **sound** like for you, as the teacher, in order for me to choose a partner for an activity.
  - When you are ready, you are going to be the teacher, and I am going to be your first-grade student, and you need me to choose a partner for an activity. Go.
- For utilizing physical proximity, for example, you might take two or three steps closer to a student, while speaking or giving instructions, in order to *prevent* that student from choosing to misbehave.
  - To practice utilizing proximity, you are going to pretend that I am a first-grade student who needs to choose a partner for an activity.
  - Think for a few seconds about how you might use **physical proximity** and what that might **look** like for you as the teacher to get me to choose a partner for an activity.
  - When you are ready, you are going to be the teacher, and I am going to be your first-grade student, and you are going to get me to choose a partner for an activity. Go.
- For modeling correct student behavior, you might *show* your students *how* to an expected behavior is supposed to look *before* you ask your students to perform this behavior.

- To practice modeling the expected behavior, you are going to pretend that I am a first-grade student who needs to choose a partner for an activity.
- Think for a few seconds about how you might **model the correct student behavior** for me and what that might **look** like for you, as the teacher, in order for you to show me how to choose a partner for an activity.
- When you are ready, you are going to be the teacher, and I am going to be your first-grade student who needs to choose a partner for an activity. GO.
- Now, we have our last scenario.

#### **Elementary Classroom Scenario #4: Move to a new location in the classroom**

- For verbal prevention, for example, you might say to a student, “When I say go,” “In a moment,” or “When I give you the signal,” in order to relay to students *exactly* what behavior you expect of them before they move or change activities.
  - To practice verbal cues, you are going to pretend that I am a third-grade student and I need to move to a new location in the classroom.
  - Think for a few seconds about how you might use **verbal cues** and what that might **sound** like for you, as the teacher, in order for me to move to a new location in the classroom.
  - When you are ready, you are going to be the teacher, and I am going to be your third-grade student, and you need me to move to a new location in the classroom. Go.
- For utilizing physical proximity, for example, you might take two or three steps closer to a student, while speaking or giving instructions, in order to *prevent* that student from choosing to misbehave.

- To practice utilizing proximity, you are going to pretend that I am a third-grade student who needs to move to a new location in the classroom.
- Think for a few seconds about how you might use **physical proximity** and what that might **look** like for you as the teacher to get me to move to a new location in the classroom.
- When you are ready, you are going to be the teacher, and I am going to be your third-grade student, and you are going to get me to move to a new location in the classroom. Go.
- For modeling correct student behavior, you might *show* your students *how* to an expected behavior is supposed to look *before* you ask your students to perform this behavior.
  - To practice modeling the expected behavior, you are going to pretend that I am a third-grade student who needs to move to a new location in the classroom.
  - Think for a few seconds about how you might **model the correct student behavior** for me and what that might **look** like for you, as the teacher, in order for you to show me how to move to a new location in the classroom.
  - When you are ready, you are going to be the teacher, and I am going to be your third-grade student who needs to move to a new location in the classroom. Go.
- That concludes our meeting time today. Thank you for coming in, and I appreciate your time.

## Appendix G

### Demonstration Practice Condition Protocol

Good morning/afternoon and thank you for coming today. I appreciate your time. We are going to talk about and practice some preventive strategies in classroom management today.

#### **Classroom Management:**

- Classroom management can include specific ways in which teachers organize and maintain a classroom environment.
- Other scholars defined classroom management as a set of actions that teachers exhibit to create a supportive environment for the academic and social-emotional learning of students.

#### **Preventive Classroom Management:**

- As some research defines classroom management in terms of concrete teacher actions, other explanations detailed a more proactive process.
- Several studies categorized classroom management as more of a system of preventive techniques implemented to impact the physical and social space of the classroom in order to produce a classroom environment where effective learning can occur.
- This positive approach to classroom management, which we are going to call ***preventive classroom management***, will can allow teachers to prevent disruptive student behavior that could detract from instructional time.

### **Preventive Classroom Management Strategies:**

The three strategies we are going to focus on are:

- Using verbal cues
  - Verbal cues are considered to be part of *precorrection*, which is associated with what occurs in a classroom directly before an expected behavior occurs and includes the uses of reminders and prompts before students complete a task. Another way of saying this is that you are using your words to cue students' behavior before any action takes place.
- Utilizing proximity
  - Movement of a teacher might be one of the most effective means of managing student behavior and is considered to be part of active supervision which includes moving around the classroom to proactively monitor student behavior. Therefore, a teachers' physical proximity to a student, or a group of students, might prevent unwanted behavior. Physical proximity is intentional steps (two or more) toward a student or group of students while presenting behavioral instructions.
- Modeling correct student behavior
  - Teachers need to teach students exactly what is required in order to maximize good behavior by making expectations clear, direct, and unambiguous. Thus, teaching and reinforcing the appropriate behavior will help students learn how, when, and where to exhibit the appropriate behaviors. Modeling correct student behavior will occur when you demonstrate a desired non-academic behavior for students, prior to requesting them to perform this behavior.



- I am going to present you with an elementary classroom scenario, and then you are going to practice using each of the three preventive classroom management strategies after I show you.

**Elementary Classroom Scenario #1: Walk to and sit down on the carpet at the front of the classroom**

- For verbal cues, for example, you might say to a student, “When I say go” or “In a moment,” or “When I give you the signal,” in order to relay to students *exactly* what behavior you expect of them before they move or change activities.
- To practice verbal cues, I am going to model what it might **sound** like, as the teacher, to use **verbal cues** to get a you, kindergarten student, to walk to and sit down on the carpet at the front of the classroom.
  - “Student, in a moment, I am going to ask you to quietly stand up, push in your chair, and calmly walk to the front of the room to find a spot on the carpet and quietly sit down.”
  - Have the participant do this activity.
  - Thank you. Now you are going to be the teacher, and I am going to be the kindergarten student.
  - Think for a few seconds about how you might use **verbal cues** and what that might **sound** like for you, as the teacher, in order for me to get me to walk to and sit down on the carpet at the front of the classroom.
  - When you are ready, you are going to be the teacher, and I am going to be your kindergarten student who you need to walk to and sit down on the carpet at the front of the classroom. Go.

- For utilizing physical proximity, for example, you might take two or three steps closer to a student, while speaking or giving instructions, in order to PREVENT that student from choosing to misbehave.
  - To practice **utilizing physical proximity**, I am going to model what it might **look** like to utilize proximity to get you, kindergarten student to walk to and sit down on the carpet at the front of the classroom.
  - “Student, in a moment, I am going to ask you to quietly stand up, push in your chair, and calmly walk to the front of the room to find a spot on the carpet and quietly sit down.” [As you are giving instructions, take a few steps next to the student.]
  - Have the participant do this activity.
  - Thank you. Now you are going to be the teacher, and I am going to be the kindergarten student, and you need to get me to walk to and sit down on the carpet at the front of the classroom.
  - Think for a few seconds about how you might use **physical proximity** and what that might **look** like for you as the teacher to get me to walk to and sit down on the carpet at the front of the classroom.
  - When you are ready, you are going to be the teacher, and I am going to be your kindergarten student who needs to walk to and sit down on the carpet at the front of the classroom.
- For modeling correct student behavior, you might *show* your students *how* to an expected behavior is supposed to look *before* you ask your students to perform this behavior.

- To practice **modeling the expected behavior**, I am going to model what it might **look and sound** like to get YOU, the kindergarten student, to walk to and sit down on the carpet at the front of the classroom.
- “Kindergartners, in a moment, I am going to ask you to walk to and sit down on the carpet at the front of the classroom. Watch me do this for you. My hands are to my sides, I am walking calmly, and my mouth is closed.” [Model this behavior.]
- Now you are going to be the teacher and I am going to be the kindergarten student, and you need me to walk to and sit down on the carpet at the front of the classroom.
- Think for a few seconds about how might **model the correct student behavior** for me and what that might **look** like for you, as the teacher, in order for you to show me how to walk to and sit down on the carpet at the front of the classroom.
- When you are ready, you are going to be the teacher, and I am going to be your kindergarten student who needs to walk to and sit down on the carpet at the front of the classroom. Go.
- Here is our scenario number two.

### **Elementary Classroom Scenario #2: Line up at the door**

- For verbal prevention, for example, you might say to a student, “When I say go,” “In a moment,” or “When I give you the signal,” in order to relay to students *exactly* what behavior you expect of them before they move or change activities.
  - To practice verbal cues, I am going to model what it might **sound** like, as the teacher, to use **verbal cues** to get a you, a second-grade student, to line up at the door.

- “Student, in a moment, I am going to ask you to quietly stand up, push in your chair, and calmly walk to the door and form a straight line. You have until the count of 5 to do this calmly and quietly.”
- Have the participant do this activity.
- Thank you. Now you are going to be the teacher, and I am going to be the second-grade student who needs to line up at the door.
- Think for a few seconds about how you might use **verbal cues** and what that might **sound** like for you, as the teacher, in order for me to line up at the door.
- When you are ready, you are going to be the teacher, and I am going to be your second-grade student who needs to line up at the door. Go.
- For utilizing physical proximity, for example, you might take two or three steps closer to a student, while speaking or giving instructions, in order to PREVENT that student from choosing to misbehave.
  - To practice **utilizing physical proximity**, I am going to model what it might **look** like to utilize proximity to get you, a second-grade student, to a line up at the door.
  - “Student, in a moment, I am going to ask you to quietly stand up, push in your chair, and calmly walk to the door and form a straight line.” [Take a few steps toward participant while you say this.]
  - Have the participant do this activity.
  - Thank you. Now you are going to be the teacher, and I am going to be the second-grade student who needs to line up at the door.
  - Think for a few seconds about how you might use **physical proximity** and what that might **look** like for you as the teacher to get me to line up at the door.

- When you are ready, you are going to be the teacher, and I am going to be your second-grade student who needs to line up at the door.
- For modeling correct student behavior, you might *show* your students *how* to an expected behavior is supposed to look *before* you ask your students to perform this behavior.
  - To practice **modeling the expected behavior**, I am going to model what it might **look and sound** like to get you, the second grade student, to line up at the door.
  - “Second graders, in a moment, I am going to ask you to line up at the front of the room. This is what I expect to see when you line up at the door. My hands are to my sides, I am walking calmly, and my mouth is closed.” [Model this behavior.]
  - Now you are going to be the teacher and I am going to be the second-grade student who needs to line up at the door.
  - Think for a few seconds about how might **model the correct student behavior** for me and what that might **look** like for you, as the teacher, in order for you to show me how to line up at the door.
  - When you are ready, you are going to be the teacher, and I am going to be your second-grade student who needs to line up at the door. Go.
- Here is our third scenario.

### **Elementary Classroom Scenario #3: Choose a partner for an activity**

- For verbal prevention, for example, you might say to a student, “When I say go,” “In a moment,” or “When I give you the signal,” in order to relay to students *exactly* what behavior you expect of them before they move or change activities.
  - To practice verbal cues, I am going to model what it might **sound** like, as the teacher, to use **verbal cues** to get a you, a first-grade student, to choose a partner for an activity.

- “Student, in a moment, I am going to ask you to quietly stand up, push in your chair, and calmly walk to the person with whom you like to work with for this activity. You have until the count of 5 to do this calmly and quietly.”
- Have the participant do this activity.
- Thank you. Now you are going to be the teacher, and I am going to be the first-grade student who needs to choose a partner for an activity.
- Think for a few seconds about how you might use **verbal cues** and what that might **sound** like for you, as the teacher, in order for me to choose a partner for an activity.
- When you are ready, you are going to be the teacher, and I am going to be your first-grade student who needs to choose a partner for an activity. Go.
- For utilizing physical proximity, for example, you might take two or three steps closer to a student, while speaking or giving instructions, in order to PREVENT that student from choosing to misbehave.
  - To practice **utilizing physical proximity**, I am going to model what it might **look** like to utilize proximity to get YOU, a first-grade student, to choose a partner for an activity.
  - “Student, in a moment, I am going to ask you to quietly stand up, push in your chair, and calmly walk to the person with whom you like to work with for this activity.” [Take a few steps toward participant while you say this.]
  - Have the participant do this activity.
  - Thank you. Now you are going to be the teacher, and I am going to be the first-grade student who needs to choose a partner for an activity.

- Think for a few seconds about how you might use **physical proximity** and what that might **look** like for you as the teacher to get me to choose a partner for an activity.
- When you are ready, you are going to be the teacher, and I am going to be your first-grade student who needs to choose a partner for an activity.
- For modeling correct student behavior, you might *show* your students *how* an expected behavior is supposed to look *before* you ask your students to perform this behavior.
  - To practice **modeling the expected behavior**, I am going to model what it might **look and sound** like to get you, the third grade student, to choose a partner for an activity.
  - “First graders, in a moment, I am going to ask you to choose a partner for an activity. This is what I expect to SEE when you choose your partner. My hands are to my sides, I am walking calmly, and my mouth is closed.” [Model this behavior.]
  - Now you are going to be the teacher and I am going to be the first-grade student who needs to choose a partner for an activity.
  - Think for a few seconds about how might **model the correct student behavior** for me and what that might **look** like for you, as the teacher, in order for you to show me how to choose a partner for an activity.
  - When you are ready, you are going to be the teacher, and I am going to be your first-grade student who needs to choose a partner for an activity. Go.
- Here is our last scenario.

#### **Elementary Classroom Scenario #4: Move to a new location in the classroom**

- For verbal prevention, for example, you might say to a student, “When I say go,” “In a moment,” or “When I give you the signal,” in order to relay to students *exactly* what behavior you expect of them before they move or change activities.
  - To practice verbal cues, I am going to model what it might **sound** like, as the teacher, to use **verbal cues** to get a you, a third-grade student, to move to a new location in the classroom.
  - “Student, in a moment, I am going to ask you to quietly stand up, push in your chair, and calmly walk to the carpet spot, marked with tape, on the right side of the classroom. You have until the count of 5 to do this calmly and quietly.”
  - Have the participant do this activity.
  - Thank you. Now you are going to be the teacher, and I am going to be the third-grade student who needs to move to a new location in the classroom.
  - Think for a few seconds about how you might use **verbal cues** and what that might **sound** like for you, as the teacher, in order for me to move to a new location in the classroom.
  - When you are ready, you are going to be the teacher, and I am going to be your third-grade student who needs to move to a new location in the classroom. Go.
- For utilizing physical proximity, for example, you might take two or three steps closer to a student, while speaking or giving instructions, in order to *prevent* that student from choosing to misbehave.
  - To practice **utilizing physical proximity**, I am going to model what it might **look** like to utilize proximity to get you, a third-grade student, to move to a new location in the classroom.



- “Student, in a moment, I am going to ask you to quietly stand up, push in your chair, and calmly walk to the carpet spot, marked with tape, on the right side of the classroom.” [Take a few steps toward participant while you say this.]
- Have the participant do this activity.
- Thank you. Now you are going to be the teacher, and I am going to be the third-grade student who needs to move to a new location in the classroom.
- Think for a few seconds about how you might use **physical proximity** and what that might **look** like for you as the teacher to get me to move to a new location in the classroom.
- When you are ready, you are going to be the teacher, and I am going to be your third-grade student who needs to move to a new location in the classroom.
- For modeling correct student behavior, you might *show* your students *how* to an expected behavior is supposed to look *before* you ask your students to perform this behavior.
  - To practice **modeling the expected behavior**, I am going to model what it might **look and sound** like to get you, the third grade student, to move to a new location in the classroom.
  - “Third graders, in a moment, I am going to ask you to move to the spot, marked with tape on the floor, on the right side of the classroom. This is what I expect to SEE when you line up at the door. My hands are to my sides, I am walking calmly, and my mouth is closed.” [Model this behavior.]
  - Now you are going to be the teacher and I am going to be the third-grade student who needs to move to a new location in the classroom.

- Think for a few seconds about how might **model the correct student behavior** for me and what that might **look** like for you, as the teacher, in order for you to show me how to move to a new location in the classroom.
- When you are ready, you are going to be the teacher, and I am going to be your third-grade student who needs to move to a new location in the classroom. Go.
- That concludes our meeting time today. Thank you for coming in, and I appreciate your time.

## Appendix H

### Discipline Problems for Microteaching Sessions

1. Inappropriately touching neighbor (e.g., poking, sitting on lap, hitting arm/leg)
2. Interrupting the teacher
3. Not following directions
4. Focus of attention not on teacher (e.g., looking around room, inappropriate faces at peer)
5. Talking to a peer during instruction

## Appendix I

### Follow-Up Questions

1. What was this research study experience like for you?
2. What aspects of this research experience were positive? Why?
3. What aspects of this research experience were negative? Why?
4. What aspects, if any, of this research experience were applicable to your practicum experiences?
5. Tell me how the material presented in this research study was or was not usable in this class and/or other learning settings.